MINISTRY OF EDUCATION AND TRAINING

HANOI NATIONAL UNIVERSITY OF EDUCATION

NGUYEN QUOC PHAP

USING “HO CHI MINH TOAN TAP" IN TEACHING VIETNAMESE HISTORY (1919 - 1945) IN HIGH SCHOOLSIN THE DIRECTION OF DEVELOPING STUDENTS' COMPETENCE

Major: Theory and Methodology of Teaching History

Code: 62.14.01.11

SUMMARY OF DOCTORAL THESIS OF SCIENCE OF EDUCATION

HANOI - 2017

THE PROJECT IS FINISHED AT THE FALCUTY OF HISTORY, HANOI NATIONAL UNIVERSITY OF EDUCATION

Science instructor: **Assoc. Prof. PhD Trinh Dinh Tung**

Review 1: **Assoc. Prof. PhD Tran Duc Minh**

Nam Dinh Teach' Training College

Review 2: **Assoc. Prof. PhD Dang Quoc Bao**

National Academy of Education Management

Review 3: **Prof. PhD Nguyen Thi Coi**

Hanoi Naitional University of Education

The dissertation will be protected before the University Council at: Hanoi National University of Education

At .....,day ..... month ..... year .....

Thedissertation can be found at:

- National Library of Vietnam
- Library of Hanoi National University of Education

LIST OF ARTICLES AND SCIENCE WORKS OF THE AUTHOR RELATED TO THE THEMES

1. Nguyen Quoc Phap (2013), "Help students understand the formation and development of Ho Chi Minh Thought through the teaching of Vietnamese history from 1919-1945," *Journal of Education*, special issue in April. tr.98-100.
2. Nguyen Quoc Phap (2015), "Ho Chi Minh Toan Tap" - an important source in teaching history class 12 ", *Journal of Education*, No. 372, Semester 2, pp. 23-26.
3. Nguyen Quoc Phap (2015), "Ho Chi Minh - The Real Historian", *Journal of Science*, Tay Bac University, No. 03, pp.84-89.
4. Nguyen Quoc Phap (2016), "Some Historical Education Issues in" Ho Chi Minh's Complete Set ", *Journal of Educational Sciences*, 134, pp. 71-74.
5. Nguyen Quoc Phap (2016), "*Designing and Using Information Schemes with the Support of Information Technology for the Development of Pupil Competence in History Teaching in the Son La High School*". Foundation research, code TB 2016-02, Tay Bac University.
6. Nguyen Quoc Phap (2017) "Using the Ho Chi Minh Toan Tap" to Improve the Quality of Extra-curricular Activities in History Teaching in High School, "*Journal of Education*, Special Issue June, tr.157-161.
7. Nguyen Quoc Phap (2017), "Using Ho Chi Minh Materials to Improve the Quality and Effectiveness of Examining and Assessing Students in History Teaching in Secondary Schools." *Journal of Education & Society*, No. 76 (137), pp. 98-101.
8. Nguyen Quoc Phap (2017), "Teaching history at general school towards development students' competency", *Journal of Educational Sciences*, No. 145, pp.71-74.
9. Nguyen Quoc Phap (2017), *Using original sources of materials when compiling historical textbooks in the direction of developing student's competence*, *History teacher training and professional development for curriculum and textbook reform*, Vietnam National University Press, Ha Noi, pp.208-216.

INTRODUCTION

1. The urgency of the topic

President Ho Chi Minh is a brilliant thinker and an eminent theorist. His entire life, career and great thought are reflected in the “Complete Writings of Ho Chi Minh” (or "Ho Chi Minh toan tap" in Vietnamese). This is a collection of President Ho Chi Minh's articles, speeches, letters, etc. (generally called works); an important source of information for many practical areas of activity, especially for the field of historical education. Using "Ho Chi Minh Toan Tap" is a vital measure to renovate content and teaching methods and fulfill the objectives of teaching the subject as well as develop student’s capacity.

In the current practice of teaching history, teachers and students are not aware of the importance of using "Ho Chi Minh toan tap". The use is mostly applied by the teacher and features imposition, illustrating events; Teaching, testing and assessment which are still heavy on one-way transfer of knowledge with little emphasis on the development of student’s competence.

The 8th Central Plenum issued a Resolution on fundamental and comprehensive renovation of education and training that aims to change the current education heavy with knowledge transfer into one specializing in development of student’s personality and capacity. However, the problem is how to help teachers and students acknowledge the role and meaning of using "Ho Chi Minh toan tap"; How to effectively use the "Ho Chi Minh toan tap", contributing to improve the quality of teaching the subject, develope study abilities and meet the requirements of basic and comprehensive renewal of education and training. This is why we chose to use the "Ho Chi Minh toan tap" for the purpose of developing the competence of students in learning Vietnam’s history (1919-1945) in High school as PhD Thesis Educational Science, Theory and history-teaching method major.

2. Object and scope of study

2.1. Study object

The study object of the thesis is the process of using "Ho Chi Minh toan tap" in teaching Vietnamese history (1919-1945) in High Schools in the direction of developing student's competence .

2.2. Study scope

- Study theories on the use of "Ho Chi Minh toan tap" in history-teaching; provide suggestions of using "Ho Chi Minh toan tap" in the direction of developing student's competence in learning some internal lessons, the history of Vietnam Section (1919-1945), grade 12 of High School.

- Survey the practical teaching of history and use of "Ho Chi Minh toan tap" in teaching history at typical High Schools in the northern provinces and Thanh Hoa province of the North Central.

- Conduct partial and complete experimental pedagogy through some internal lessons in classroom, the history of Vietnam section (1919-1945), grade 12 at typical High Schools in three provinces of Dien Bien, Son La and Hanoi.

3. Purpose and task of study

3.1. Study purposes

Determine that the historical material's content in "Ho Chi Minh toan tap" can be applied into teaching the history of Vietnam (1919-1945) at High schools; proposing solutions to effectively use the "Ho Chi Minh toan tap" in teaching the history of Vietnam mentioned above to develop the competence of students , contributing to improve the quality of teaching the subject.

3.2. Study tasks

- Study the works of foreign and domestic scholars relating to the topic of this thesis; study the theory of education and history, contents of the "Ho Chi Minh toan tap" to clarify the theoretical basis of the topic.

- Investigating, evaluating and assessing the current situation of teaching history in general, using "Ho Chi Minh toan tap" in teaching

history in particular in high schools; define, systematize the content of historical material in "Ho Chi Minh toan tap" can be used in teaching history in Vietnam (1919-1945) in high schools.

- Proposed measures to use "Ho Chi Minh toan tap" in the direction of developing students' competence in teaching Vietnamese history from 1919 to 1945, grade 12 upper secondary school; design lesson plans and conduct teacher training to confirm the feasibility of proposed measures in the thesis topic.

4. Scientific hypothesis

If determine that the historical material's content in "Ho Chi Minh toan tap" can be applied into teaching the history of Vietnam (1919-1945) at High schools; proposing solutions to effectively use the "Ho Chi Minh toan tap" to develop the competence of students in teaching the history of Vietnam mentioned above, contributing to improve the quality of teaching the subject, completion of teaching objectives in the subject in high school.

5. The basis of methodology and methodology

5.1. Methodological basis

The thesis is based on Marxist-Leninist theory of Ho Chi Minh's perception and thought and the views of the Party and State on education and historical education.

5.2. Research Methods

- *Theoretical research:* analysis and synthesis of Psychology, Education, teaching methodology History materials; explore the content of the "Ho Chi Minh toan tap" to evaluate the value of documentary, educational value history and thought of the books.

- *Practical approach*: conduct surveys andinvestigation through observations, observations, interviews, questionnaires of teachers and students. Consult the scientists, discuss the subject at the training facility, summarize the experience of the excellent teachers, etc.

- *Experimental method (TN) pedagogy:*design lesson plans and partial pedagogic practice, confirming the feasibility of proposed measures in the thesis.

- Use statistical mathematics and SPSS software to process the data collected in the current situation and pedagogy to draw scientific conclusions.

6. Contribution of the thesis

Strengthen the theoretical foundations of using "Ho Chi Minhtoan tap" in historical teaching; clarify the actual situation of using "Ho Chi Minh toan tap" in teaching history in High school.

Define the content of the material in "Ho Chi Minh toan tap" used in teaching Vietnamese history from 1919 to 1945 in High School;

Suggestmethods to effectively use "Ho Chi Minh toan tap" in teaching history in Vietnam (1919-1945) in High schools in the direction of developing students' competence .

7. The meaning of the thesis

7.1. Scientific significance

The dissertation contributes to the consolidation and enrichment of the teaching theory of the use of materials in general and "Ho Chi Minhtoan tap" in particular in teaching history in High schools in the direction of developing students' competence.

7.2. Practical significance

The study results of the dissertation will raise the awareness of teachers and students about the use of "Ho Chi Minhtoan tap" in teaching history; helps teachers and students apply methods of using materials in general and "Ho Chi Minh toan tap" in particular in teaching history. The dissertation will be a useful reference for teachers and students whose major is History Pedagogy at any universities, colleges and upper secondary schools.

8. Structure of the thesis

The main content of the thesis is structured into four chapters:

Chapter 1: Overview of studies related to the thesis's topic

Chapter 2: Theoretical and practical basis for the use of "Ho Chi Minh toan tap" in teaching history in High schools in the direction of

developing students' competence.

Chapter 3: Contents and Uses of "Ho Chi Minh toan tap" in teaching Vietnamese history (1919 - 1945) in High Schools

Chapter 4: Suggestedmeasures to apply "Ho Chi Minhtoan tap" in teaching Vietnamese history (1919-1945) in High schools in the direction of developing students' competence. Pedagogical experiment.

CHAPTER 1
OVERVIEW OF STUDIES RELATED TO THE THESIS'S TOPIC RELATED TO THE THESIS

1.1. The studies of foreign researchers

In this section, we focus on analyzing and evaluating the study results of the former Soviet Union, Russia, Western and Chinese authors related to the topic of thesis in the field of education and teaching so as to clarify the views of researchers about the role and significance of using references to the innovation in teaching methods; methods of using reference materials in positive direction of developing learner's activities in teaching in general and teaching history in particular. The views of foreign researchers on the competenceand orientation to innovate teaching methods towards the development of learners' competence; The problem of using references to develop learner's capacity in teaching in general and teaching history in particular.

1.2. The studies of domestic researchers

We deepen our analysis and evaluation of study results of local scholars in the fields of psychology, education and history education; study results discuss the issue of using Ho Chi Minh's materials in education and education history. Thereby, we try to focus on clarifying some basic issues:

- The views of researchers on the importance of using reference materials in general and"Ho Chi Minh toan tap" in particular with the improvement of the quality of teaching and teaching history in High schools.

- The views of local researchers on the capacity and the problem of developing students' capacity in teaching in general and teaching history in particular in high schools.

- The results of theoretical and practical research in teaching methodology in general and methods of using Ho Chi Minh's materials for improving the efficiency and quality of teaching and developing student' capacityin general and teach history in particular.

1.3. An assessment of the research results of the authors related to the thesis's topic

Through the overview study of studies of foreign and domestic authors, we wirte the general assessment of the research results related to thesis's topics; thesis's problems can be inherited from previous scholars and need to be constantly addressed.

CHAPTER 2:
THEORETICAL AND PRACTICAL BASIS FOR THE USE OF "HO CHI MINH TOAN TAP" IN TEACHING HISTORY IN HIGH SCHOOLS IN THE DIRECTION OF DEVELOPING STUDENTS' COMPETENCE

2.1. Theoretical basis

2.1.1. The concept of "Ho Chi Minh toan tap"

2.1.1.1. Definition

"Ho Chi Minh toan tap" is President Ho Chi Minh's collection of books, essays, works, articles, letters, speeches, reports, interviews, newspapers, etc. (collectively referred to as works) in Vietnam and foreign countriesthat we have collected and gathered.

2.1.1.2. Structure "Ho Chi Minh toan tap"

The main structure of each volume includes: *Introduction of Ho Chi Minh toan tap* (available only in Volume 1); *Introduction* (each volume of 15 ones); *Part of the work*, this is the main content of the volume which introduces the works of Ho Chi Minh in each year and is sorted by time progress throughout 15 volumes; *Annex*, presenting *interviews and narratives in newspaper*; *Common signatures; works that may belong to President Ho Chi Minh; Decrees, orders and decisions signed by President Ho Chi Minh; Annotations and manuscripts.*

2.1.1.3. Features of "Ho Chi Minh toan tap"

Different from books published in our country, the "Ho Chi Minh

toan tap" features the following basic characteristics: scientific and comprehensive content; ideology; the attraction of expressing and presenting historical and social issues; practicality.

2.1.2. Competence and innovation of History-teaching methods in the direction of capacity's development

2.1.2.1. Competence

**** General concept of competence***

Based on the analysis of definitions and implications of the concept of competence, the concept *"Capacity"* is understood as follows: The combination of individual's psychological attribute, in accordance with the requirements of a definite activity, ensures the activity leads to good results; is able to work well on the basis of ethical qualities and expertise; is sufficient to do a certain job or activity that bringspositive results. The ability of High school student is a combination of flexible and organized knowledge, skills, attitudes, emotions, values, motivations, etc. to effectively carry out an activity in a certain context.

**** Special competence in teaching history in High schools***: Based on the study results, we identify specific competence to strengthen and develop students in learning history in High schools, such as: 1) collecting and processing information on historical events and phenomena; 2) Recreating events, historical phenomena in a specific way; 3) Understanding and defining the logical connection between events and historical phenomena; 4) Evaluating events andphenomena from a historical perspective; 5) Applying historical knowledge to explain events and phenomena in the present social life; 6) Presenting and expressing historical issues in spoken or written language.

2.1.2.2. InnovatingHistory-teaching methods oriented to competence development

Educational innovation in the direction of capacity development focuses on the capacity to apply knowledge in real situations in order to train the ability to well-deal with life and career's situations. The use of

"Ho Chi Minh toan tap" for the purpose of developing students' capacity is understood as the process of using "Ho Chi Minh toan tap" does help students not only find information or enrich their knowledge, but also search, process and apply scientific information into their study to advance the specific capabilities of the subject more effectively.

2.1.3. The goal of History in High schools

The goal of teaching history in High schools is demonstratedinthree aspects which are fostering knowledge, sharpening skills and improving attitudes. On the basis of achieving the goal on all three sides, the History subject aims to develop student's specific competencies. This will contribute to the development of the core competency and good quality of citizenship.

2.1.4. Features of historical knowledge in teaching history in High schools

Due to the characteristics of the study object, beside common ones of scientific knowledge, knowledge of History has its own features such as: past, non-repetition; specificity, systematization (logic), consistency between history and reasoning.

Unlike conventional perception, students' ones of historical teaching are mainly indirect. The perceptions of students in history-teaching must start from *reincarnation* to *symbol formation, conceptualization, concept formation, history lesson.*

2.1.5. The relationship between the content of "Ho Chi Minh toan tap" with knowledge of history in High schools

" Ho Chi Minh toan tap "is closely related to the knowledge of history in High schools. Both of them are reflected in some key aspects:

- The works and articles have the effect of reproducing, creating specific symbols and understanding the nature of important historical events which are taught in the school.

- The works of Ho Chi Minh help students understand the policy and revolutionary way of Vietnam.

- Many works have the effect of directing the observation and

evaluation of historical events.

- Many materials in the "Ho Chi Minh toan tap" are valuable in guiding the path of historical awareness.

2.1.6. The role and significance of using "Ho Chi Minh toan tap" as a method in teaching history in High schools to develop students' competence

2.1.6.1. The role

“Ho Chi Minh toan tap" plays an important role in teaching history in High schools, especially in the Vietnamese History in High school-grade 12th. This is described as follows:

- “Ho Chi Minh toan tap "is an important source of knowledge to organize cognitive activities in teaching history.

- Much of the content in "Ho Chi Minh toan tap" serves as an intuitive way to help students understand events and historical issues better.

- “Ho Chi Minh toan tap "- an important source for organizing students to self study historical issues.

- Using "Ho Chi Minh toan tap" is a method of implementing methodological innovation and improving the quality of teaching the subject.

2.1.6.2. The meaning

- Using the "Ho Chi Minh toan tap" is important for students to master the basic knowledge of the lesson.

- Using the "Ho Chi Minh toan tap" is important for for students to sharpen their skills in history teaching

- Using "Ho Chi Minh toan tap" has important meaning on attitude orienting and education ideology for students.

- Using the "Ho Chi Minh toan tap" is important for developing specific abilities in teaching a subject.

2.2. Practical basis

In order to clarify the practice of teaching history in general and the practice of using "Ho Chi Minh toan tap" in particular, we have carried

outthe investigation and survey of practice. The contents of the survey and investigation focuses on the collection of information about the attitude and evaluation of teachers and students with History; The perception of teachers and students of the "Ho Chi Minh toan tap", the role, significance and reality of using "Ho Chi Minh toan tap" in teaching history in High schools.

CHAPTER 3:
CONTENTS AND USE OF "HO CHI MINH TOAN TAP" IN TEACHING VIETNAMESE HISTORY (1919 - 1945) IN HIGH SCHOOLS

3.1. Position, purpose and basic content of Vietnamese history (1919 - 1945) in High schools

History of Vietnam from 1919 to 1945 belongs to *Part 2: History of Vietnam from 1919 to 2000*. This is a reflection of an important period in the history of national development..

The history of this period contributes to help students be fully aware of the foundation and development of Ho Chi Minh's thought. Therefore, teaching the content of the history in this stage is important for the achievement of teaching History grade 12th at High schools. This contributes significantly to the development of student-specific competencies, core capable qualities and aligns with the goals of general education.

3.2. The content in "Ho Chi Minh toan tap" can be used in teaching Vietnamese history (1919 - 1945) in High schools

On the basis of defining the requirements when selecting documents in "Ho Chi Minh toan tap", we go into systematizing contents of documents which can be used in teaching Vietnamese history (1919 - 1945) in High schools. The full content is presented in detail in the appendix of the thesis.

3.3. Forms of using "Ho Chi Minh toan tap" in the teaching of

Vietnamese history (1919 - 1945) in High schools

When discussing the forms of using of "Ho Chi Minh toan tap" in history-teaching in High schools, we refer to the use of "Ho Chi Minh toan tap" through various ones of teaching organization to maximize the effectiveness of using books as a source of material - an important mean of teaching in High schools.

Based on the results of theoretical research, we conduct an in-depth analysis of the use of "Ho Chi Minh toan tap" through teaching methods, such as: Using "Ho Chi Minh toan tap" to organize student's self-study at home; Use "Ho Chi Minh toan tap" through extra-curricular activities. Including the organization for students to read "Ho Chi Minh toan tap" to improve their understanding of historical issues; Use "Ho Chi Minh toan tap" to organize contests about Ho Chi Minh; Use "Ho Chi Minh toan tap" in some special historical events.

CHAPTER 4:
SUGGESTED MEASURES TO APPLY "HO CHI MINH TOAN TAP" IN TEACHING VIETNAMESE HISTORY (1919-1945) IN HIGH SCHOOLS IN THE DIRECTION OF DEVELOPING STUDENTS' COMPETENCE. PEDAGOGICAL EXPERIMENT

4.1. The basic requirements when choosing the method of using "Ho Chi Minh toan tap" in teaching history in high schools in the direction of developing students' competence

Firstly, the selection of measures using "Ho Chi Minh toan tap" must be directed towards the *realization of the lesson objectives*.

Secondly: Make sure *students understand the basics knowledge of the lesson*

Thirdly: The selection of measures using the "Ho Chi Minh toan tap" *should ensure the fitness for students*.

Fourthly: The choice of measures to use the "Ho Chi Minh toan tap" *should demonstrate flexibility and creativity in combining multiple*

teaching methods.

Fifthly: Promoting positiveness, initiative and creativity for students.

4.2. Suggested measures of using "Ho Chi Minh toan tap" in teaching history of Vietnam (1919-1945) in High schools in the direction of developing student competence

4.2.1. Using "Ho Chi Minh toan tap" to create situations and direction of cognitive activities

As the values of science and education have been confirmed, the use of "Ho Chi Minh toan tap" to create situations and direction of cognitive activity is very effective in attracting interest of students to solve core and basic issues of the lesson.

In teaching the history of Vietnam from 1919 to 1945, teachers could useexcerpts in the "Ho Chi Minh toan tap" to create a problematic situation that strengthens the student’s awareness as follows:

Firstly, the teacher introduces the problem.

Secondly, provide material that reflects the contents and conflicts of the problem to help students identify it.

Thirdly, give questions that contain conflicts to put the students in problematic situations so that they can give solutions to these situations.

The use of "Ho Chi Minh toan tap" to create the situation and direction of cognitive activity of the students as above is effective in not onlystimulating excitement and intellectual activity, but also achieving the goal of the lesson, especially in the development of subject-specific competence, forming a positive working-attitude for students.

4.2.2. Organize students to use "Ho Chi Minh toan tap" to find information and reproduce historical events

The material in "Ho Chi Minh toan tap" is an important basis to help students find information and reproduce historical events..

In the process of teaching in the classroom, to perform a cognitive task and explore an event or historical issue, instead of the usual way of informing knowledge, the teacher can conduct the following steps:

First, a general introduction to the event, historical issue and cognitive task assignment to help student identify the object and cognitive task of the lesson.

Second, provide or introduce student to materials in "Ho Chi Minh toan tap", clarify the relationship between materials and events to help students get in touch with this original and valuable sources beyond textbooks.

Third, organize students to search for and extract information from the material and other sources, combine them with open questions, organize them to work in whole-class, person or team to look for information to create specific historical events with vivid symbols as the basis for the next cognitive process.

This approach allows students to be proactive, actively work with resources, actively participate in cognitive activities to perform cognitive tasks of the lesson. Therefore, students not only gradually get the exact symbol of the event but also, develop the operational capabilities.

4.2.3. Organize students to use "Ho Chi Minh toan tap" to find out and clarify characteristics and nature of historical events

The use of materials in "Ho Chi Minh toan tap" is an important basis for students to deepen the understanding of the nature of events and historical phenomena. This developstheir ability to analyze and generalize the events and capacity to use knowledge in the study of history.

When organizing students to investigate events or historical issues of the lesson, teachers should not make immediate conclusions about the nature of the event, they should organize students to work with sources and analyze themselves to derive the essence of the events instead. This can be done in the following steps:

Firstly, reiterate the learned knowledge related to historical events and issues, as the basis for raising new cognitive tasks, step-by-step solving problems mentioned at the beginning of the lesson.

Secondly, provide or allow students to access the material in "Ho Chi Minh toan tap" as a basis for information research, analysis and synthesis of

knowledge to clarify characteristics and nature of event.

Thirdly, give questions, cognitive exercises, organize learning activities, instruct students to extract information from given materials, combine with other sources to discuss, synthesis clarifies the signs of nature and characteristics of the event.

Organizing students to work with materials in "Ho Chi Minh toan tap" to find out and clarify the event's nature which not only reinforces and enhances the understanding of the event, but also effectively creates the form of positive attitudinal behavior which develops student's individual capacitiy.

4.2.4. Instructing students to use "Ho Chi Minh toan tap" to explain and evaluate events and historical issues

In the practice of teaching, teachers often have to explain to help students understand the nature of events and historical issues. Explaining and evaluating events from a historical point of view is also an important capacity that needs to be set-up for students in teaching the subject.

When teaching the history of Vietnam from 1919 to 1945, teachers can guide students to use excerpts in Ho Chi Minh's works to explain facts, terms, concepts or make statements, evaluate important events and historical issues.

In the process of teaching, after instructing students to learn about historical events, teachers can provide students with excerpts and materials in "Ho Chi Minh toan tap", instructing students to seek information through open-ended questions, use other sources of information, discuss to understand deeply,give conclusions and make an overview of events or historical matters.

4.2.5. Organize students to use "Ho Chi Minh toan tap" together with other sources to discuss, argue and give general conclusions about historical issues.

Discussion and arguementare teaching methods in the *group of methods of developing cognitive abilities*. Historical educators have affirmed the importance of providing event materials, especially cited materials in the "Ho Chi Minh toan tap" for students to discuss, argue

and give an overall conclusion of historical issues.

When studying a historical issue, the teacher raises the topic to discuss, argue, organize groups, and assign tasks. Then provide the students with documentation, cognitive questions that guide them to seek information, exchange and debate. After students present the results, the teacher comments and instructs them to draw their own conclusions.

In addition to discussing, the method of argumentation in recent history-teaching has also received the particular attention of many educators. Method of argument is a teaching technique which deals with a subject that contains conflict. Different opinions or arguments are put forward for the purpose of examining the subject from different perspectives.

With the scientific value, the value of thought has been confirmed, using "Ho Chi Minh toan tap" in teaching the history of Vietnam from 1919 to 1945has a particularly important role to organize arguments and protect the correct historical views. Teachers can instruct students to use the materials in the "Ho Chi Minh toan tap" along with other resources to organize the debate following these steps:

Step 1: The teacher states the content to be debated, the content must be linked to the basic knowledge of the lesson, ensuring that the method of argumentation contains conflict.

Step 2: The teacher gives a brief explanation of the problem to the student, identifying two or more ideas for the students to choose which one they have to protect and provide the materials needed to make argument and debate.

Step 3: Based on time and difficulty of the issue to argue, teachers will choose the appropriate form of argument.

Step 4: After individuals and groups have gathered their theoretical viewpoints to prove, they start the debate, in turn, each individual and group will stand up to defend their opinions.

*Step 5:*At the end of the argument, the teacher makes a comment and

suggests students to draw scientific conclusions.

4.2.6. Instructing students to use "Ho Chi Minh Toan Tap" to reinforce their knowledge and do homework

4.2.6.1. Instructing students to use "Ho Chi Minh Toan Tap" to strengthen and systematize knowledge

At the end of the lesson, teachers can use the materials in "Ho Chi Minh Toan Tap" to help students consolidate or deepen their knowledge base, or vice versa, through events to emphasize and reinforce reviews and evaluation mentioned in the "Ho Chi Minh Toan Tap". This not only contributes to insight knowledge, but also strengthens the views and positions for students. In order to do that, first of all, teachers use the material in "Ho Chi Minh Toan Tap" to develop cognitive performance tests. Then, they guide the students to use the materials in "Ho Chi Minh Toan Tap" combined with textbooks and other resources along with the knowledge they have learned to solve the assignment.

4.2.6.2. Instructing students to use "Ho Chi Minh Toan Tap" to solve homework assignments

With documentary, scientific and educational values, "Ho Chi Minh Toan Tap" is an important basis for teachers to guide students to do homework to develop their independent cognitive activity, contributing to improve the effectiveness of historical lessons and achieve the goals of capacity development and education of attitude for them. Teachers can guide students to use excerpts and information in "Ho Chi Minh Toan Tap" to perform various types of exercises. Thereby, they can ensure that students receive their work and have a scientific and effective working method.

4.2.7. Using "Ho Chi Minh Toan Tap" to check and evaluate students

Examination and evaluation play important roles in teaching in general and teaching history in particular. For students, testing and evaluation are not only important in strengthening, deepening and systematizing knowledge, but also in terms of ideological, ethical

education and forming quality of students.

Because of its nature and scientific values, historical materials in "Ho Chi Minh Toan Tap" play a particularly vital role in monitoring and evaluating student's learning outcomes. This can be done from making test subject, content selection and knowledge assessment. However, in order to be effective, the use of "Ho Chi Minh" in the examination and assessment must be consistent with the objectives of the lesson, suitable for student's capacity, combined with many other forms of examination and evaluation.

From the above analysis, using the "Ho Chi Minh Toan Tap" in teaching history has important effect in the realization of the objectives of the lesson on knowledge improvement, skill formation and attitude orientation. This is also the basis for the formation and development of student's core competencies defined in the curriculum

4.3. Full pedagogy experiment

In order to achive perfect pedagogical measures and assert the correctness and feasibility of the proposed ones, we have conducted a total pedagogical experiment of methods. The empirical results proves the correctness of the hypotheses of the thesis topic as well as the basis for us to draw scientific conclusions for the dissertation's topic.

CONCLUSIONS

From the research results of the thesis, we draw the following scientific conclusions:

1. Using reference materials in general, using "Ho Chi Minh toan tap", education reform towards the development of learner capacity is a topical issue, the central content of educational theory and Theory of teaching history. Many foreign and domestic researchers have addressed these issues in different ways. However, there has been no direct discussion of the use of "Ho Chi Minh toan tap" in teaching history at secondary schools in the direction of developing student' competence. This is a new direction, highly scientific and practical.

2. "Ho Chi Minh Toan Tap" is a classics books, a cultural works with many scientific values, ideas and educational values. The work also has a great value in terms of cognitive methodology and historical education, especially the task of educating the thought and morality of Ho Chi Minh in the school. The content of "Ho Chi Minh Toan Tap" has a close relationship with the knowledge of History in high school. Thus, this is a source of original material, an important means of teaching history, especially the history of Vietnam from 1919 to 1945 in high school.

3. To use the "Ho Chi Minh Toan Tap" in the direction of developing students' competence to play an important role in improving the quality and completing the teaching objectives of history in high schools. This is an important measure to renovate teaching methods, meeting the urgent requirements of education reform in our country today. Using "Ho Chi Minh Toan Tap" in the direction of developing students' abilities not only plays a significant role in enriching and deepening knowledge, helping students understand deeply the nature of events, historical issue. This also has a great effect on shaping attitudes, developing specific abilities in teaching the subject. Thereby, contributing to the development of general capabilities for students, performing ideological education, ethics and Ho Chi Minh style in the school.

4. The practice of teaching history in general, using "Ho Chi Minh Toan Tap" in particular in school has many inadequacies. This is reflected in the attitude of managers, teachers and students to History; From the perception of roles, meanings, and ways of using "Ho Chi Minh Toan Tap" in history teaching. This is one of the important causes leading to efficiency, the quality of teaching reduced subject, cause much anxiety, urgent social. At the same time, also set the requirements to renovate the content, teaching methodology subjects, theoretical awareness and skills in using materials in general, "Ho Chi Minh Toan Tap" for teachers in particular and students in history teaching in high school.

5. "Ho Chi Minh Toan Tap" is the basis to enhance efficiency, quality and fulfill the goal of teaching the history of Vietnam from 1919 to 1945. This is the content and many specific events, medium It reflects the great problems of Vietnamese theoretical and practical reality. Good teaching of this history will contribute significantly to improving the system of education, education, revolutionary ideals, ideals of Ho Chi Minh ideology and education in the school. However, the first task of the teacher is to determine, reasonable choice of documents, excerpts in "Ho Chi Minh Toan Tap" to use when teaching. This is a massive project, with rich content, comprehensive coverage of revolutionary issues, national construction and development, etc. To do that, teachers must adhere to the original requirements. The rules of the theory teaching subject. Particular attention must be paid to ensuring the ideology, scientific character, fit and suitable with the objectives of the lesson, on the basis of promoting the activeness and initiative of the students.

6. The use of "Ho Chi Minh Toan Tap" as a way to develop students' competence in history teaching can be carried out through various forms of teaching organization, based on a combination of different types of activities. student. But the most important thing is to determine the measures to use

From the results of theoretical and practical studies, we have proposed measures to use the "Ho Chi Minh Toan Tap" in the direction of

developing student' competence in teaching Vietnamese history from 1919 to In particular, we emphasize the following measures: Effective use of excerpts in "Ho Chi Minh Toan Tap" create situations to orient basic knowledge; Effectively exploit the content of "Ho Chi Minh Toan Tap" to organize awareness activities for students; Effective use of materials in "Ho Chi Minh Toan Tap" to consolidate knowledge, homework assignments; Enhance the use of materials in "Ho Chi Minh Toan Tap" to check and evaluate students. These measures are proposed on the basis of flexibly applying the principle of teaching the subject. Due to the framework of the thesis, we only focus on analyzing the methods using "Ho Chi Minh Toan Tap" when conducting classroom lessons in class. However, the effect is convincing. The results of partial and full pedagogy not only confirmed the feasibility of the measures we have proposed, but also confirmed the correctness of the dissertation thesis poses.

7. The use of "Ho Chi Minh Toan Tap" in the direction of developing student' competence is the basis for Innovating the methodology, improving the quality of teaching history at secondary schools, meeting the requirements of education reform. However, to do that, the teacher must have a full understanding of the "Ho Chi Minh Toan Tap", master of theory and measures to use "Ho Chi Minh Toan Tap" in the direction of capacity development student. Teachers must constantly strive to improve the level of understanding, innovative methods through each lesson, lessons; Administrators, teachers, parents and students need to be aware of and appreciate the location and role of History in general education as one of the top priority subjects. in personality education (in the broadest sense of the term), the younger generation in the integration period.

Through the course of thesis, we make some specific recommendations as follows:

Firstly, educators of history need to make changes in the curriculum editorial history, teaching materials. Diversify knowledge sources, using original sources of historical sources and materials (especially visual document systems) as a top priority channel to help student access reality,

explore themselves, Discover to raise awareness, capacity to act.

Secondly: Organization of the documentation system in general, historical documents in "Ho Chi Minh toan tap" appropriately, basing on the original sources and documents to help students have means, The basis to approach reality in an active and creative way.

Thirdly: Organize regular and periodic training courses to improve the theoretical level, teaching capacity in general, ability to exploit and use "Ho Chi Minh toan tap" in the teaching of calendars, use for school teachers.

Fourth: teachers need to apply flexible and creative methods to use of "Ho Chi Minh Toan Tap" in the direction of developing student' competence , suitable for each student, but still make sure the pedagogical requirements set out.

Students should be more active and take initiative in accessing, using official learning resources such as "Ho Chi Minh toan tap". Change the attitude of learning in the direction of more active, not rely on the source of knowledge provided by teachers but through the media to access, update information, innovation learning methods to meet meet the current requirements for education and training.