

NEW POINTS OF THE ECONOMIC EDUCATION KNOWLEDGE BLOCK IN THE ECONOMIC AND LEGAL EDUCATION SUBJECT COMPARED TO THE CURRENT CITIZEN EDUCATION SUBJECT: ISSUES AND SUGGESTIONS

Received:
22 – 08 – 2019
Accepted:
10 – 10 – 2019
<http://jshe.ued.udn.vn/>

Nguyen Thi Huong

Abstract: Compared to the current Citizen Education subject program, the Economic Education knowledge block content in the Economic and Legal Education subject (another name of the Citizen Education subject at the high school level) in the new general Education program has showed significant adjustments. This article presents three new key points of the economic knowledge block in the Economic and Legal Education subject program compared to the current Citizen Education subject program. On that basis, the article mentions major difficulties and proposes some basic solutions for the subject teaching mission at high school in our country and the training and retraining mission of the Citizen Education subject teachers today.

Key words: Economic Education; Citizen Education; Economic and Legal Education; High school; teacher.

1. Rationale

The new General Education program has determined the content of Citizen Education, which is implemented through all the subjects and educational activities, in which Economic and Legal Education is the core subject at the high school. This has created a breakthrough change that will contribute to the improvement of the teaching quality, to meet the current innovation requirements of National Education that have been set for the role and goals of the Citizen Education subject. However, this has also raised many difficulties for our country's Education sector today, especially the teaching, training, and retraining mission of Citizen Education teachers at high school. Therefore, the awareness of the raised problem to identify major

tasks to meet the requirements of Vietnam Education innovation in the coming time.

2. Content

2.1. New points of the Economic Education knowledge block in the Economic and Legal Education subject program compared to the current Citizen Education subject program at high school

The current Citizen Education (CE) subject program at high school was issued under Decision No. 16/2006/QĐ-BGD&ĐT and has been implemented since the academic year 2006 - 2007, including five unified contents for the whole country: (1) Citizens with the formation of worldview and scientific methodology; (2) Citizens and morality; (3) Citizens and economy; (4) Citizens and socio-political issues; (5) Citizens and law. This program is specified in the CE subject textbook in grade 10 (the 1st and 2nd content), the CE subject textbook in grade 11 (3rd and 4th content) and the CE subject textbook in grade 12 (5th content) [1]. This shows that the current CE subject program at high school is still focused on equipping academic knowledge, instead of incorporating the CE subject

***Corresponding author**

Nguyen Thi Huong
The University of Danang - University of Science and Education
Email: nthuong_gdct@ued.udn.vn

solutions to overcome basic inadequacies and difficulties of the teaching, training, and retraining mission of citizens Education teachers are necessary

content into other subjects in the curriculum at high school; the textbook's authors have integrated into CE subject with deep, wide and confusing knowledge contents of many social sciences, including too much in-depth and difficult scientific knowledge for most students. The current CE subject program expresses embrace of the authors' and creators' ambitions. Therefore, instead of being a practical and attractive subject in equipping knowledge and life skills, CE subject has become a great pressure for both teachers and learners [3]. In order to meet the requirements of basic and comprehensive innovation of Vietnam's education, the new general education program of CE subject was issued by the Ministry of Education and Training in 2018 and will be included in teaching at high school after 2020.

Compared to the current program, the new CE subject program at high school has made a breakthrough in the program development perspective, program goals, quality and competency requirements, and especially program content. These breakthroughs have promptly overcome the limitations in the current CE subject program; for instance, the contents were outdated without new update knowledge to meet the requirements of teaching - learning oriented capacity development, the layout was unreasonable and unscientific,... Within the scope of this article, we only discuss new points of the Economic Education knowledge block in the Economic and Legal Education subject program, specifically as follows:

Firstly, a new point about educational goals: If the goal of the CE subject is to educate future citizens - the country's human resources on worldview knowledge, philosophical methodologies, basic guidelines and policies of the Vietnam Communist Party as well as ethical qualities and responsibilities of citizens in building and defending the country, the Economic and Legal Education subject focuses on goals to a career-oriented education, equipping knowledge to help students gain the ability to exercise citizens' rights, obligations and responsibilities, mainly from an economic and legal perspective, which lays the foundation for students to choose a career in the future. This will create major changes in the curriculum development of the subject.

Secondly, increased duration for the Economic Education knowledge block: In the current CE subject program, if the Economic Education knowledge block content is only available in the CE subject program in grade 11, there are 2 parts: Part 1: "Citizens with economy" and Part two "Citizens with socio-political issues" are taught through 15 lessons, 35 periods, 27 theoretical periods, in which the content directly related to Economic Education knowledge consist of 13 lessons, accounting for 15.5% compared to the total duration of the program of civic education at high school level (105 periods, with 84 theoretical periods), the Economic and Legal Education subject contains part of the Economic Education knowledge block, which accounts for about 50% of the total duration of the program, as students in grades 10, 11 and 12 are supposed to learn about economy and law. This shows that the new CE subject program has had a major change in the knowledge content to meet the curriculum development goals of the subject.

Finally, innovating content of the Economic Education knowledge block: In the current CE subject program in grade 11, the Economic Education knowledge content includes information about economic growth and development, commodity - currency - market, value rules, competition, supply - demand in commodity production and circulation, industrialization, modernization,... In fact, this is summarized knowlegde of the value doctrine in the economic doctrine system of Marxism - Leninism. At the same time, with logical thinking integrated throughout the CE subject program content in grade 11, we will realize that there are two core knowledge circuits which related to the content and major economic tasks during the transition to socialism in Vietnam. These include industrializing, modernizing the country and developing a socialist-oriented market economy. These are macro issues of the economy that require students to have a general and abstract way of thinking in order to understand their responsibilities and adopt a positive attitude to promote their roles in the current period. Therefore, the Economic Education knowledge block content in CE subject has become a great pressure for both teachers and learners. Some content is very difficult to understand compared to the

awareness of the learners, making the students feel bored, not interested in the subject.

The Economic and Legal Education subject program is built in the direction of concentricity, linearity, including the following four main contents:

Table 1. Overview of the Economic Education knowledge block content in the Economic and Legal Education subject program

Contents		Class 10	Class 11	Class 12
ECONOMIC EDUCATION	Operation of the economy	1. The economy and its actors	1. Competition, supply - demand in market economy	1. Economic growth and development
	Economic activities of the state	2. Market and market mechanism	2. Inflation and unemployment	2. International economic integration
		3. State budget and tax	3. Labor market, employment	3. Insurance and social security
	Production and business activities	4. Business production and business production models	4. Business ideas, opportunities and necessary capabilities of businesspeople	4. Making business plans
		5. Credit and how to use credit services	5. Business ethics	5. Corporate social responsibility
	Consumer activities	6. Making personal financial plans	6. Consumer culture	6. Managing revenues and expenditures in the family

(Source: The new general education program for CE subjects was issued by the Ministry of Education and Training in 2018 [2])

It can be seen that the Economic Education knowledge block covers the whole curriculum of all 3 classes at high school level in 4 main content axes, studying from microeconomics to macroeconomics. The Economic Education knowledge block content in Economic and Legal Education subject has replaced the content of theoretical and academic political economy knowledge with the content of practical Economic knowledge block, which is oriented towards the formation of quality and capacity of students, for example, consumer activities (savings, money management, smart consumption,...), economic activities (market and market mechanism, competition, inflation, unemployment...), economic activities of the state (budget and taxes, labor market - employment,

insurance and social security), production and business activities. These will provide necessary knowledge for students to build their capacity to solve economic problems, such as understanding economic situations or a simple economic decision, explaining simple economic phenomena which are common in daily life, initially creating and building business ideas for small businesses, making rational decisions to solve economic problems of individuals and communities as an economic entity,...

In general, the Economic Education knowledge block content in the Economic and Legal Education subject program has changed significantly compared to the current CE subject program. These changes will

contribute to the improvement of the quality teaching of the subject, meeting innovation requirements set for the role and goals of CE subject.

2.2. Issues and suggestions

New points of the Economic Education knowledge block in the Economic and Legal Education subject program compared to the current CE subject program at high school will contribute to a breakthrough in the Education and Training innovation in Vietnam today. However, this also raises many major difficulties for the subject teaching at high school in our country in the coming time as follows:

Firstly, issues for specialized knowledge of CE subject teachers at high school today.

The structure and content of the Economic and Legal Education subject program have many changes compared to the current CE subject program, such as business production, business ideas, credit services, making business plans, making personal financial plans, etc. These are knowledge of Economic major modules such as Financial and Monetary Theory, Marketing Theory, Social Security, Insurance, Taxes, Business Administration, Economics, etc. Meanwhile, most of the CE subject teachers at high schools in our country today, who have been trained at pedagogical training institutions and have not studied in-depth knowledge of economic majors as mentioned above. Therefore, in order for the Economic and Legal Education subject program to be implemented after 2020, these teachers need to quickly foster and update the economic knowledge content to meet the goals of the subject. Pedagogical universities and pedagogical faculties need to develop economic topics to foster CE subject teachers in localities to meet the requirements of professional knowledge for the teachers.

Secondly, issues for educational activity organization methods of CE subject teachers at the High schools.

Basically, nowadays, the CE subject teacher has effectively employed the positive teaching method with little use of monologue presentation and read-and-write method as before. However, educational activity organization methods of the CE subject teacher is mainly to transmit knowledge in program distribution, passive, and limited in terms of lessons and appendices

presented in textbooks and the learning space is still shrinking in the four classroom walls, etc. This is one of the basic reasons why students are neither active nor creative in acquiring knowledge, even indifferent and bored with the subject. Therefore, if we want to improve the teaching quality of the Economic and Legal Education subject, we have to make changes concerning the teacher, the method and the technique of transmitting the teacher's knowledge. Especially, in the context of current globalization and internationalization, teachers cannot only provide limited knowledge in textbooks, but also regularly update economic information, economic situations, and economic phenomena in order for students to formulate their capacity to solve practical problems related to the economic sector in the current period. The CE subject teachers need to coordinate with individuals and organizations inside and outside the school to conduct teaching activities of the Economic and Legal Education subject. Besides conducting teaching activities in the classroom, teachers need to organize experience activities outside the classroom, in which they must act as instructors, organizers, environmental creators for students to study as positive individuals, to carry out tasks and gain experiences by themselves.

Thirdly, issues for training Economic and Legal Education subject teachers

The Economic Education knowledge block content in the Economic and Legal Education subject program has raised issues related to the training of subject teachers training. In recent years, the training and fostering of CE subject teacher has made a lot of progress, but there is still not enough many teachers who are trained on CE major (more than 50% of CE subject teachers in total nationwide). Today, many CE subject teachers do cross-teaching, for they have been trained on compound subjects (Literature - CE, History - CE, Geography - CE, Environment - CE) (57%). The number of teachers who need training to improve their qualifications is still very small. Most teachers only need to be fostered frequently (71.76%). In addition, due to mechanisms and policies, some schools have not recruited teachers who have been trained on the CE major, but have only recruited teachers who have been trained on compound subjects to teach this subject [3]. Moreover, the Political Education Bachelor training

program at Pedagogical universities throughout the country with the goal of training CE subject teachers has not built supplementary modules for teaching these Economic Education knowledge blocks but there are only modules such as Marxist-Leninist Political Economics, General Economics,... Therefore, in the coming time, it is necessary to pay attention to the following main contents:

(1) It is necessary to terminate the homogeneous conception that the CE subject is a Political Education subject. Pedagogical universities need to adjust or build CE subject teacher curricula. Universities need to build modules with contents related to the economic knowledge block such as Financial and Monetary theory, Corporate governance, social security, International economy,...

(2) It is necessary to focus more on the training of professional capacities for students: integrated teaching activities, organizing experience activities, evaluating according to ability, developing programs,... The CE subject teachers training program needs to be strengthened to organize practice activities, pedagogical practice, and establish links with the training process and practice at school, to add new content according to the guidelines of the Ministry of Education and Training as well as practical requirements.

(3) Currently, there are still inadequacies in the training and recruitment of CE subject teachers; for example, there are still few CE subject teachers who have been trained in the correct majors; CE subject teacher curricula at Universities of Education have not been building up supplementary modules for teaching the above Economic Education knowledge block, etc. Therefore, in order to meet the current renovation requirements, localities only recruit CE specialized candidates to teach the CE subject in general and the Economic and Legal Education subject in particular.

(4) Most of CE subject teachers who do cross-teaching have been trained on compound subjects. Therefore, the Department of Education, the schools should coordinate with Universities of Education to gradually standardize teachers who have not received proper specialized training, to promote regular training with many forms like short-term and long-term courses, seminars, workshops, self-study with instruction,... for

teachers in the country. Currently, key universities of education in Vietnam are being assigned by the Ministry of Education and Training to organize training for managers and teachers of national high schools on innovations in the new General Education program and the new CE subject program in particular. [4].

3. Conclude

The Economic Education content of the Economic and Legal Education subject has made a strong breakthrough in the innovation of Education and Training in general and the CE subject program in particular. This is reflected through changes in goals, contents, and program duration for the Economic Education knowledge block content. These new points of the Economic Education knowledge block in the Economic and Legal Education subject program compared to the current CE subject program at high school have raised issues that need to be addressed promptly in order to improve the subject teaching quality as well as the quality of training and fostering CE subject teachers to meet the requirements of Vietnam Education renovation in the coming time.

References

- [1] Ministry of Education and Training (2006). *The Citizen Education Program in high schools*, Hanoi.
- [2] Ministry of Education and Training (2018). *General Education Program for Citizen Education*, Hanoi.
- [3] Proceedings of the National Workshop on Ethics-Citizens Education in Vietnam High School, Hanoi, 2013.
- [4] Innovating CE teachers training: Urgent requirements: <https://giaoducthoidai.vn/giao-duc/doi-moi-dao-tao-giao-vien-gd-cong-dan-yeu-cau-cap-thiet-3971975-b.html>.
- [5] What does the new citizens education teach?: <http://rgep.moet.gov.vn/tin-tuc/tin-tong-hop/mon-giao-duc-cong-dan-moi-day-gi-4727>.

ĐIỂM MỚI CỦA KHỐI KIẾN THỨC GIÁO DỤC KINH TẾ TRONG MÔN GIÁO DỤC KINH TẾ VÀ PHÁP LUẬT SO VỚI MÔN GIÁO DỤC CÔNG DÂN HIỆN HÀNH: NHỮNG VẤN ĐỀ ĐẶT RA VÀ ĐỀ XUẤT

Tóm tắt: So với chương trình môn Giáo dục công dân hiện hành, nội dung khối kiến thức kinh tế trong môn Giáo dục Kinh tế và Pháp luật (tên gọi khác của môn Giáo dục công dân ở cấp trung học phổ thông) trong chương trình Giáo dục phổ thông mới đã có những điều chỉnh rõ rệt. Bài báo trình bày ba điểm mới cốt lõi của khối kiến thức kinh tế trong chương trình môn Giáo dục kinh tế và pháp luật so với chương trình môn Giáo dục công dân hiện hành. Trên cơ sở đó, bài báo đề cập đến những vấn đề khó khăn chủ yếu đặt ra và đề xuất một số giải pháp cơ bản đối với công tác dạy học bộ môn tại các trường trung học phổ thông ở nước ta và công tác đào tạo và bồi dưỡng giáo viên môn Giáo dục công dân hiện nay.

Từ khóa: Giáo dục kinh tế; Giáo dục công dân; Giáo dục kinh tế và pháp luật; Trung học phổ thông; Giáo viên.