



## TEACHING POSITIVE LEARNING APPROACHES FOR POLITICAL THEORY SUBJECTS IN THE DIGITAL AGE.

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**Abstract-** *With the explosion of the Fourth Industrial Revolution, the digitalization of economic, social, and cultural life in countries around the world is changing rapidly, and education is no exception. The development of science, technology, and engineering is altering the way teaching and learning are conducted, necessitating changes in teaching methods and learning approaches. This article will elucidate the impacts of the Fourth Industrial Revolution on teaching and learning, and propose some positive teaching methods for current political theory subjects.*

**Keywords:** *positive teaching, industrial revolution, teaching methods*

### INTRODUCTION

The history of human development has witnessed and continues to witness four industrial revolutions. Through each of these revolutions, whether desired or not, humans have had to face significant changes that affect their work, lives, and most importantly, the amount of knowledge we must accumulate daily. Indeed, the scientific and technological achievements from the Fourth Industrial Revolution are gradually permeating the lives of every individual worldwide in various directions, methods, and degrees. Particularly, for teaching political theory subjects today, appropriate adjustments are necessary to meet the rapidly changing international and domestic situation, as well as to help students continue to nurture their belief in revolutionary ideals and the path towards socialism that our Party and People have chosen.

### CONTENTS

#### 1. The Impact of the Industrial Revolution on the Teaching and Learning Process

According to the Vietnamese Dictionary by Nguyen Nhu Y, edited by [10, 283], One of the underlying concepts of the word "revolution" is the process of significant and fundamental change towards progress in a particular field. Throughout the development process, numerous revolutions have erupted, altering the world and generating profound transformations in politics, culture, society, as well as in the realm of science and technology. Through these revolutions, humanity takes a step further towards a more civilized and modern state, but at the same time, it requires individuals to undergo certain changes to adapt to these incessant movements.

According to Klaus Schwab [9], the founder and executive chairman of the World Economic Forum, he described the Fourth Industrial Revolution through significant milestones. Currently, the fourth industrial revolution has been, is, and will continue to bring about remarkable changes for human society. Among them, teaching methods in general, and specifically the teaching of political theory subjects, are also not exempt from the influences of this revolution.

According to Lenin, method is the manner, the path, the means to help individuals achieve specific objectives in cognitive and practical activities [13, 105]. Based on different approaches to the teaching process, many researchers and authors have developed and generalized different definitions of the concept of "teaching method." For example, I. Ia. Lecne believes that a teaching method is a system of purposeful actions by the teacher to organize students' cognitive activities and practice, ensuring that students grasp the academic content [11, 62]. Meanwhile, I.D. Dverev argues that this is a collaborative approach between the teacher and the students aimed at achieving instructional objectives. This activity is manifested through the utilization of cognitive resources, logical techniques, independent learning activities of the learners, and the teacher's control over the cognitive processes [4, 55]. From some definitions



above, it can be observed that despite being interpreted and approached from various perspectives, "teaching methods" refer to the ways in which the organization, control, and interaction between two fundamental entities, namely the teacher and the learner, are carried out in order to achieve the goals and teaching content. Teaching methods can be influenced by multiple factors, both subjective factors from the teacher and the learner, as well as objective factors such as the environment, resources, or the form of instructional organization. Among these, prior to the changes brought about by the fourth industrial revolution, traditional teaching methods are gradually being replaced by the infiltration of science and technology into the educational environment. Some common manifestations can be observed as follows:

*The first*, with the continuous development of information technology, the digital world has become an immense repository of knowledge for humanity. Despite certain limitations and drawbacks, cyberspace is where learners can seek any type of scientific knowledge they need for themselves, ranging from natural sciences to social sciences, alongside other sources of information. This is precisely the condition that changes the traditional passive learning habits of learners. Nowadays, with personal computers or smartphones, people can learn anywhere, anytime, and any content. This has made the process of learning and acquiring knowledge for humanity easier than ever before.

*The second*, the changes in the way information is accessed in today's world have rendered the traditional teaching methods seemingly inadequate. Learners can actively explore information from various sources, leading to the emergence of a new demand in the teaching and learning process: the sharing of information and debates, instead of the one-way provision of information from teachers to students as before. More than ever, when knowledge is no longer confined to textbooks and syllabi, learners require an open environment to present and discuss with teachers and fellow students. This is considered a method that helps learners actively seek and acquire knowledge.

*The third*, the fourth industrial revolution has penetrated from the field of biology to medicine, from engineering to seemingly untouchable scientific domains. With the advent of the 4.0 revolution, teaching tools are no longer simply blackboards and white chalk, but have been replaced by more advanced devices that effectively serve the teaching and learning needs of humans. In recent times, educators have been assisted by various new technological devices such as interactive whiteboards, simulated laboratories, modern audio-visual systems, etc., making lectures become more familiar, lively, and engaging.

Above are just three out of many manifestations of the impact from the Fourth Industrial Revolution on the teaching and learning process. However, one thing that can be easily recognized is that innovating teaching methods in a modern direction is an urgent and vital need, creating conditions and opportunities to help learners approach the level of development in science and technology worldwide and the future integration requirements. Regarding this matter, C. Marx once emphasized the outstanding role of science in completely transforming the structure of incorporating living labor into the production process of the modern industrial system [12, 21]. He believed that, "...according to the development trend of the modern industry, the creation of material wealth becomes less dependent on labor time and labor quantity, which, in fact, depends on the general level of science and technological progress, or depends on the application of science in production" [7, 368-369].

## **2. Propose some positive teaching methods for political theory subjects.**

Renewing teaching methods in the face of rapid changes to keep up with the trends of the Fourth Industrial Revolution requires a research and application process tailored to specific fields. Particularly for subjects in political theory, the process of innovating teaching methods presents greater difficulties and challenges compared to the natural sciences. This is because political theory subjects tend to be highly abstract and conceptual, containing a large amount of complex knowledge and a system of concepts that require learners to combine multiple skills, including the connection between theory and practice. Lenin once affirmed, "...for Marx, the sole criterion of theory is its fidelity to reality" [14, 196], while President Ho Chi Minh also stated, "The unity of theory and practice is a fundamental principle of Marxism-Leninism. Practice without theoretical



guidance is blind practice. Theory disconnected from practice is empty theory" [8, 72]. Therefore, in order to improve the overall learning and enhance the quality of political education in particular, appropriate teaching and learning methods are necessary. Merely memorizing scientific concepts, principles, or conclusions without knowing how to apply them to one's work and life is completely meaningless. In the era of the Fourth Industrial Revolution, there is no need for individuals who are only knowledgeable in theory and chant slogans, as there already exists a vast digital data repository for humanity. This era requires individuals who can apply the theories they have learned, make connections, and be creative based on the foundations laid by their predecessors, in order to achieve new accomplishments. This demands that current teaching methods for scientific subjects in general, and political theory in particular, pay attention to the utilization of the following methods:

*The first*, the presentation method combines demonstration, illustration, and practical application. Presentation is a teaching method that uses speech to influence learners, helping them understand the content and significance of a subject matter. It is a familiar approach in the social sciences field. However, although it is a simple and widely used method that does not require extensive teaching aids, if it only involves analysis, explanation, and interpretation, it can become monotonous and fail to engage learners. Therefore, for an effective presentation method, after explaining and ensuring that learners understand a particular political or social theoretical content, the instructor must provide evidence from real-life political and social situations to substantiate their points.

For example, when teaching about issues related to "class" and "the state" in historical materialism, after helping learners identify basic elements such as concepts, characteristics, and essence, the instructor can make connections to the Vietnamese reality. For instance, the colonial policies of the French colonizers introduced capitalist relations of production to our country, leading to transformations in the economic and social structure of an independent feudal state. Consequently, class differentiation occurred, with existing classes such as feudal landlords and peasants, as well as the emergence of new classes like the working class and the bourgeoisie. Another illustrative example is the construction of the socialist rule of law state in Vietnam by the People, for the People, as stipulated in various important documents of the Communist Party of Vietnam. The instructor needs to analyze and clarify what constitutes a rule of law state so that learners understand whether this is a type of state or not. Furthermore, depending on the target audience and curriculum, the teacher can expand the discussion to the rule of law state in capitalist countries and highlight the differences between it and the rule of law state being built in our country.

*The second*, method is group/class discussion and exchange. This is a form of organizing teaching and learning in which learners can share their experiences and opinions within the scope of a group or class. This method has a positive effect in enabling learners to be active, deepen their understanding, develop, and systematize [5, 96] issues related to the lesson content. Therefore, in addition to the presentation method, the teacher must create conditions and opportunities for learners to speak up, express themselves, and articulate their own perspectives and viewpoints.

Specifically, after analyzing and interpreting the concept and structure of the production relations, the productive forces, as well as the law of the correspondence between the production relations and the level of development of the productive forces, the teacher can pose an open-ended question for learners to share and discuss as follows: C. Marx once stated, "The hand-operated millstone produces a feudal society, while the steam-powered millstone produces a society with industrial capitalism" [6, 187]. So, in your opinion, how will a society be shaped by the "millstone" powered by artificial intelligence technology and interconnectedness of all things? Therefore, through group discussions and open-ended questioning that closely align with the theoretical content presented, the teacher and learners have more opportunities to interact with each other, as well as exchange information and opinions, enriching and deepening the knowledge acquired through the presentation method.



*The third*, Problem-based learning is a teaching method used in education. In teaching any scientific field, the most important goal that the instructor aims to achieve is for the learners to be able to apply the knowledge they have acquired to solve problems in theory and practice. While learners engage in problem-solving situations, it can stimulate and foster a positive and dynamic attitude in them. Additionally, it provides an opportunity for them to acquire problem-solving skills [4, 95-96] in socio-political life. Indeed, with the advancement of science and technology, the abundance of information on the internet, particularly on social media platforms, requires learners to possess skills to judge, assess, evaluate, and select useful knowledge for themselves. Moreover, they should be able to argue against and refute incorrect information that contradicts the party's principles, state policies, and laws.

For example, when teaching about one of the characteristics of socialism in the Guidelines for the Construction of the Socialist State during the transitional period to socialism (Supplement, development in 2011), which is a high-level developed economy based on modern productive forces and corresponding advanced productive relations, after explaining the concepts, the instructor can help learners understand the essence of issues such as productive forces, productive relations, and ownership system. The instructor can present a situation as follows: "While casually browsing Facebook, you, X, come across a lengthy article in your news feed discussing a land corruption case in Dong Tam commune, My Duc district, Hanoi. The article presents a well-argued perspective, backed by clear legal grounds, and concludes that land in Vietnam needs to be privatized to prevent incidents like this that affect the legitimate rights and interests of the people. Upon reading this, you, X, nod in agreement but still feel somewhat hesitant. If you are a friend of X, how would you address this situation?" Hence, it can be observed that through a situation related to a current and controversial issue, learners, before attempting to resolve the situation, need to go through a series of steps such as: (i) Analyzing the situation, grasping the problem that needs to be resolved; (ii) Searching for information to fully understand the nature of the incident mentioned in the situation; (iii) Searching for and studying relevant Party and State documents regarding this issue; (iv) Proposing solutions to handle the situation.

Here are just three out of many positive teaching methods that help learners take active control of their knowledge and solve problems that arise in theory as well as in practice. At the same time, when innovating teaching methods based on the aforementioned approaches, learners can achieve skills/levels according to Bloom's Taxonomy and Bloom's Revised Taxonomy, which are: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating [1, 2, 3]. However, innovating teaching methods is not a short-term task; it requires a process of exploration, research, and the dedication of teachers/professors.

### CONCLUSION

For over two hundred years and four industrial revolutions, human society has undergone significant changes in various aspects, including the field of education. Facing the opportunities and challenges brought by the Fourth Industrial Revolution, the Vietnamese workforce in general, and the future cadre of officials and civil servants in particular, need to be educated to become individuals capable of adapting to new science and technology, possessing independent thinking and creativity in problem-solving. This partly originates from the process of innovating teaching methods starting from today.

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