

SOLUTIONS TO IMPROVE THE EFFICIENCY OF SELF-STUDY IN HO CHI MINH IDEOLOGY SUBJECT FOR STUDENTS AT BAC NINH SPORTS UNIVERSITY

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Abstract:

By regular scientific research methods, we have selected two solutions and initially applied effectively one solution to improve the effectiveness of self-study in Ho Chi Minh Ideology subject for students of Bac Ninh Sports University.

Keywords: Solution, effectiveness, self-study, Ho Chi Minh Ideology, students, Bac Ninh Sports University.

INTRODUCTION

The Ho Chi Minh Ideology subject is closely associated with the formation and development of the world and Vietnamese revolutionary movement; however, within 30 lessons, students at Bac Ninh Sports University do not have enough time to learn all the content. Therefore, in order to study this subject well, students need to enhance their self-study skills to gain knowledge. Besides, the current situation of teaching this subject still has many shortcomings. Therefore, it is necessary and urgent to propose and select solutions to improve the efficiency of self-study in Ho Chi Minh Ideology for students at Bac Ninh Sports University.

RESEARCH METHODS

During the research process, we use the following research methods: document analysis and synthesis method; card-interview investigation method; experimental pedagogical method and statistical mathematical method.

RESULTS AND DISCUSSION

1. Bases and principles for proposing solutions

- To propose solutions, we base on three main things. Firstly, basing on the Party's views and the State's policies on university education and

comprehensive human development strategies in industrialization and modernization era. Secondly, the reality of self-study in Ho Chi Minh Ideology of students at Bac Ninh Sports University in recent years. Thirdly, basing on the theoretical and scientific basis to propose solutions to improve the efficiency of self-study in Ho Chi Minh Ideology for students at Bac Ninh Sports University.

- The proposal must be based on 4 principles: Party nature, training objectives, science and uniformity.

2. Select and construct content of solutions

2.1. Solution selection

Through reference to documents and interviews with experts, we have selected 2 solutions to improve the efficiency of self-study in Ho Chi Minh Ideology for students at Bac Ninh Sports University. It includes solution "raise awareness of students about self-study in Ho Chi Minh Ideology" for student and solution "Ho Chi Minh Ideology self-study methodology instruction" for lecturers.

2.2. Content construction

Solution 1: Raise students' awareness of self-study in Ho Chi Minh Ideology

Purpose: Helping students consolidate, expand, deepen and systematize knowledge;

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Exercising following President Ho Chi Minh's model has become the movement of whole-people health training in Vietnam (photo by: upes1)

develop independent, creative thinking; solve practical problems set out in a scientific way.

Content of implementation:

- Students must master the objectives, requirements and educative task of the subject; also have the positive learning motivation and build a sense of responsibility and learning attitude to constantly improve the academic performance and educative purposes.

- Proactively discover characteristics and requirements of the subject to figure out the advantages and disadvantages in the learning process.

- Always self-awareness, self-discipline, build a strong spirit and willpower to be ready to overcome all difficulties and obstacles in learning, always set high learning requirements to make progress.

- Actively struggle with negative expressions, difficult-afraid thoughts, attitude about relying on relationships to get high grades. In fact, these limitations still exist in many students, need to be gradually overcome.

Coordination units:

The Department of General Theory instructs students to perform; the Department of Examination Training, Youth Union and Student Union all coordinate to implement

Solution 2: Lecturers instruct Ho Chi Minh Ideology self-study methodology

Purpose: Improving the quality of students' self-study, contributing to improving the quality of education

Content of implementation:

- Identify the lesson goals

Table 1. Learning results of two groups (experiment and control)- before experiment

Group	Result ranking									
	Excellent		Good		Fair		Intermediate		Weak	
	m_i	%	m_i	%	m_i	%	m_i	%	m_i	%
Experiment (n=28)	0	0	0	0	3	10.70	17	60.70	8	28.60
Control (n=30)	0	0	0	0	4	13.30	19	63.30	7	23.40
$\chi^2 = 5.96 (p > 0.05)$										

Table 2. Learning results of two groups (experiment and control)- after experiment

Group	Result ranking									
	Excellent		Good		Fair		Intermediate		Weak	
	m _i	%	m _i	%	m _i	%	m _i	%	m _i	%
Experiment (n=28)	0	0	2	7.1	17	60.8	9	32.1	0	0
Control (n=30)	0	0	1	3.3	7	23.4	16	53.3	6	20
$\chi^2 = 15.851 (p < 0.05)$										

- Identify specific teaching methods, facilities and materials

- Instruct a self-study method to students:

Collaboration units:

The School Board of Directors, Training Department, Testing and Quality Assurance Department all conduct supervision. The Department of General Theory implement.

3. Experiment and evaluate the effectiveness of solution “for lecturers” application

3.1. Results before experiment

We conducted a survey on two groups - experiment and control - about initial- level basic knowledge of Ho Chi Minh Ideology before experimenting the solution. The result is presented in Table 1.

Table 1 shows that: In both experiment and control groups, the number of students with Good mark accounts for a low proportion; students mainly achieve intermediate and weak grades. When comparing the ratio difference between the 2 groups, there is no significant difference ($P > 0.05$). Thus, at the time before the experiment, the initial-level learning in Ho Chi Minh Ideology of two groups is similar.

3.2. Results after experiment

After 1 year of experiment, we conducted the evaluation of two groups’ learning outcomes. The result is presented in Table 2.

Table 2 shows that: Experiment group has a higher percentage of students achieving Good and Fair points than the control group. At the same time, when using the χ^2 index to compare, there is a difference in the probability threshold $p < 0.05$. Thus, it can be said that the solution for

learners has initially been effective in improving quality of Ho Chi Minh Ideology subjects.

CONCLUSION

Select and develop 02 solutions to improve the student’s self-study efficiency in Ho Chi Minh Ideology at Bac Ninh Sports University.

Initially apply effectively the solution “Lecturers instruct Ho Chi Minh Ideology self-study methodology” in improving the effectiveness of student’s self at university.

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