

Improving the Practicality in Teaching the Political Theory Subjects to Students towards Linking With Career Skills

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ABSTRACT

Our country is in the period of being strongly influenced by the economy and the trend of international integration, with many complicated changes in society...One of the urgent issues that must be paid attention to the work towards linking with career skills, making it easier for students to choose a career. To gain that success, it requires a close combination between school, family and society. In this article, the author discusses a number of measures to improve the practicality in teaching the political theory subjects at colleges and universities towards linking with students' career skills.

KEY WORDS: skills, professions, students

I. INTRODUCTION

The unity between theory and practice in teaching the political theory subjects is always an indispensable principle that is deeply understood and grasped by lecturers of colleges and universities. Through teaching, we have clearly seen that a theoretical lecture will not be interesting to learners and it will be difficult to achieve the desired results if the lecture has little connection with practice. Therefore, what do we need to do and how to relate in teaching so that the lecture does not fall into a state of “metaphysics”? This is not a simple problem for lecturers, even both senior lecturers and young lecturers.

II. CONTENTS

The importance of linking theory to practice in teaching the political theory subjects : Political theory education, according to Ho Chi Minh, is the education and the spreading of Marxism-Leninism among the masses, raising revolutionary morality for the masses, in order to unify the ideology and will, their revolutionary qualities and the practical capacity, guiding them to apply these insights in life. Therefore, linking theory to practice in political theory education is a fundamental principle. On the basis of determining such a motto, President Ho Chi Minh asked teachers and learners to follow certain ways and methods in the process of teaching and learning the political theory.

In recent years, our Party and State have paid great attention to and attached importance to political theory education in colleges and universities. In Directive No. 23-CT/TW, dated February 9, 2018 of the Secretariat, our Party affirmed that improving the quality and effectiveness of the teaching and learning of political theory subjects today is an urgent requirement. However, the teaching and learning of political theory subjects in many colleges and universities still have problems and inadequacies that have not achieved the desired effects. Students often do not feel excited, even “depressed” about their own political theory subjects. This comes from many different objective and subjective reasons, in which it is impossible not to mention the limitations in the teaching method of the lecturers. Lectures that are too theoretic, general, and fuzzy will make students feel that their knowledge of political theory subjects is dry, difficult to understand, and disconnected from reality. Consequently, students who were reluctant to study become even more lazy to study political theory subjects. Making lectures less academic, theoretical; and improving the practicality in political theory lectures towards linking with students' career skills are a very necessary measure to overcome the above situation.

Some measures to improve the practicality in teaching the political theory subjects for students towards linking with career skills : From the practice of teaching in the past time, I think, in order to improve the practicality of political theory lectures towards linking with students' career skills, lecturers need to pay attention to the following issues:

Firstly, the lecture must follow the practice. In fact, the curriculum of political theory subjects is relatively stable, does not change frequently, so it only meets the requirements of basic theoretical contents. If lectures on political theory subjects only adhere to the curriculum, if they cannot update current issues, they cannot be lively and attractive to students.

In order for lectures to be convincing and attractive to students, lecturers must combine different methods to approach forms and levels of practice. Example: When teaching the lesson “*Regular socio-political issues in the process of socialism revolution*” (section of *Scientific socialism, the module of Basic principles of Marxism-Leninism*), the lecturer should have practical understandings about the current situation of democracy building in our country, the reality of ethnic issues in countries around the world as well as in Vietnam or the religious situation in our country in general, each locality in particular...Thereby, these practical knowledge is included in the lecture, helping students better understand the theoretical content of the lesson. When teaching Marx's theory on *methods of surplus value production* (Political economy section, *Basic principles of Marxism-Leninism module*), with the aim of making students understand the nature of exploitation of capitalism, lecturers need to show students the reality in capitalism countries, how capitalists exploit the wage workers. Lecturers can, through facts and documents of actual investigation, show that workers in enterprises where capitalists invest in business are exploited such as: being forced to work overtime, being paid cheaply, signing short-term labor contracts (under 3 months), allowing enterprises to avoid paying insurance contributions for employees (social insurance, health insurance), or capitalists increase investment in science and technology, employ increasingly the qualified workers but do not increase wages commensurately...When giving lectures on the issue of *Industrialization and modernization* (Section of *Marxist-Leninist Political Economy, for students majoring in economics*), to clarify the point of view that industrialization and modernization must take socio-economic efficiency as the basic standard, lecturers need to give specific examples of the problem of industrialization causing adverse impacts on socio-economic development such as water, air and noise pollution caused in many industrial parks and factories today. These practical knowledge are used as illustrative examples in the lectures, helping students better understand the theoretical issues, thereby they will see that the theoretical issues are very close, not “far-fetched, sublime” as you often think.

To have those practical insights, teachers can learn directly or indirectly through the exploitation of information in the mass media (radio, newspapers, magazines, the Internet, etc.) to have a large, multi-dimensional practice that has been selected and analyzed. In order to improve the effectiveness of linking theory to the practice of teaching the political theory subjects, teachers need to pay attention to bringing practice into the lesson properly. Practical factors must be typical and outstanding ones; the events must be topical, real, not added or subtracted, these events' relationship with practice must be close and suitable with the theoretical issues that the lecturer wants to demonstrate. For each practical problem, the lecturer needs to analyze it so that the learners can see which practical content it is associated with. Of course, not all, but only important and necessary theoretical content must have practical connection, because if you focus too much on practical issues, the lecture can turn into a news talk.

Secondly, the lecture should have many examples linking with the students' majors

Until now, when it comes to the political theory subjects at colleges and universities, students often think that knowledge is dry, abstract and difficult to absorb. Because they do not really understand properly and fully the content of these subjects, many students do not know why they have to study them. One reason for this situation is that many teachers often only teach the content of knowledge contained in academic textbooks, but lack practical examples, especially examples related to the profession in which the student is being trained. There are even lecturers who keep repeating the same lecture for all different students. In fact, the subjects who learn the political theory are very diverse. Capturing the student will help teachers choose practical knowledge or how to exploit and emphasize which aspect of the same events to suit learners. Therefore, in order for students to easily absorb political theory knowledge and see the meaning of studying these subjects, depending on each lecture, lecturers need to take examples linking with the profession that students are studying. For example, when teaching content of *The methodological meaning is drawn from the principle of universal relations* (section of *Philosophy, module of Basic principles of Marxism-Leninism*), if teaching students majoring in Pedagogy, teachers can take examples of *students' assessment that must be comprehensively assessed in all aspects such as learning ability, moral quality, lifestyle, behavior...*, avoiding the situation of focusing only on the learning of students; For example, when evaluating a school, it is necessary to fully consider aspects such as the teaching staff, students, the system of facilities, the management of the Board of Directors, and the pedagogical environment...; or an example of *the process of fundamental and comprehensive renovation of Vietnamese*

education that must be carried out synchronously in areas such as reforming the program content; innovating teaching methods; reforming the form of testing and evaluation... Same teaching content, but if teaching students majoring in Economics, the lecturer can give an example of an enterprise that wants to improve its competitiveness, not only with capital, business strategy, technology, productivity, quality, efficiency, product design, but also by reputation, brand, and business ethics.... or examples, to build effective business strategies, enterprises must make assessment and learn based on a lot of different factors, from the external to the internal, from strengths or weaknesses, from the potential factors to actual factors...

Exploiting knowledge that is suitable for each student as above not only makes political theory knowledge easier to understand, closer, but also initially makes students have a certain understanding of their profession. At that time, the results of the study not only lie at “metaphysics” but also help students to know how to apply the knowledge they have learned to analyze and evaluate problems related to the profession, thereby contributing to improving career skills for students after graduation.

Thirdly, it is necessary to make good use of active teaching methods in teaching

The active teaching method is a teaching method in the direction of taking the learner as the center, promoting the activeness of learners. If equipping theoretical knowledge in parallel with promoting the activeness of learners, the task completion of teachers and students will take place very gently but with high efficiency. To do that, teachers need to skillfully combine many methods such as presentations, conversations, group discussions, etc., thereby, encouraging, motivating, and creating opportunities for students to participate in exchanges and expressing their views and perceptions about the content of the lesson. For example, the same problem is *the relationship between social existence and social consciousness (section of Philosophy, the module of Basic principles of Marxism-Leninism)*, if using the presentation method, the lecturer only needs to say a few sentences, but instead of the presentation method, the lecturer can apply the group discussion method by dividing into groups to discuss issues related to students' professions as follows: *Give examples and explain the causes of outdated concepts that still exist in Vietnamese education today; analyze and explain the ever-increasing demand for Foreign languages and Informatics; explain the change in students' concept of choosing a major...* (For students majoring in Pedagogy); *take examples of bad habits of Vietnamese workers and clarify its influence in enterprises today; explain the necessity of building business ethics in the context of international economic integration...* (For students majoring in Economics); *give examples and explain the change in the concept of beauty, the constantly increasing demand for interior decoration of people today...* (For students majoring in Art). The lecturer can also raise problems in the reality of the student's profession and ask students to rely on the Marxist-Leninist theory on the dialectical relationship between social existence and social consciousness for analysis and evaluation.

In the process of groups giving their answers, teachers need to suggest, guide and instruct students to draw appropriate conclusions: *social existence determines social consciousness; whenever the society existence, especially the mode of production changes, social thoughts and theories also gradually change; we cannot find the source of thought in the human mind but must find it in social existence itself.* With the *self-discovery* of such knowledge, students no longer see the dry, academic nature of theoretical issues, but on the contrary, they will feel the practicality of political theory issues, thereby they know how to apply the knowledge learned in life. As a result, political theoretical issues will become interesting, practical and useful ones for students.

Fourthly, it is necessary to innovate the way of testing and assessment in the direction of linking with students' career skill standards

Testing and assessment are always considered an important component of the education and training process. At the college and university, the problem posed in testing and assessment is to build a system of test questions that both test, evaluate the knowledge mastery and test, evaluate the application of that knowledge in social reality, in the profession of students. In teaching the political theory subjects, testing and assessment are a form of helping teachers and learners self-assess the results of the teacher's teaching activities and the students' learning activities. With the theoretical knowledge, teachers guide students to self-review knowledge, apply the learned knowledge to analyze and handle situations that occur in practice.

For the political theory subjects, in the past, exam questions or course questions were usually set out in the form “*Analyze the dialectical relationship between matter and consciousness, draw the methodological meaning and relate to yourself*” or “*Analyze the content of the principle of the common relationship, from which the*

methodological meaning and self-relating are drawn.” The above test or exam question has the advantage of testing the memory of knowledge, initially testing the students' ability to relate to reality. However, the disadvantage is that the positivity and creativity of students have not been promoted, and specific requirements have not been set forth to link knowledge to the reality of the profession. Therefore, a way to relate and apply to students' careers is also very general. On the other hand, with such a problem-solving method, students who do not study can still do it if they can copy documents. In order to avoid this phenomenon of plagiarism, and at the same time, to improve students' professional skills, teachers can set topics towards linking with students' career skill standards. However, the design of the above test and exams questions is not simple. Teachers have to invest a lot of time, have to think deeply. On the other hand, these types of tests and exams are often only attractive to students who study well and are eager to learn. For students who study poorly and are used to being passive, it can be said that this is difficult, so schools and teachers must take measures to support these students.

III. CONCLUSION

Linking theory to practice in teaching is always a regular and urgent requirement for lecturers in general, and for lecturers teaching the political theory subjects in particular. The enhancement of practicality in teaching the political theory subjects towards linking with students' career skills will make problems from abstract to close, from difficult to understand and complex to simple and receptive problems. Each of teachers needs to further strengthen the connection between theory and practice in teaching, and at the same time, actively guide learners to apply theoretical knowledge to analyze, evaluate, and solve problems in practice in the most effective way. Thereby, learners will be more interested in learning, and clearly see the positive meaning of learning the political theory and the school also achieves its training goals.

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