

The Education's Philosophy and Logical Curriculum in University of Viet Nam

Tran Minh Hieu¹

Received
26/04/2019

Reviewed
30/042019/

Revised
20/052019/

Accepted
28/052019/

Abstract

Logic is taught in all colleges and universities in Vietnam with duration of 2 - 4 credits, depending on the discipline. In the academic year 2016-2017, Vietnam has 1,767,879 undergraduate students and 47,800 college students (Ministry of Education and Training, 2017). That means, every year, there are about 600,000 students studying the Logic. A number is impressive. Therefore the influence of the logic in student knowledge is significant. But the first thing to do when designing a curriculum is to define its goal. This goal is determined by the educational philosophy. In this paper, we discuss the influence of the educational philosophy on the development of the logic curriculum. We introduce the main contents of logical curriculum, the influence of educational philosophy on the design of the subject, and the difficulties of students when they study this subject. Finally, we recommend solutions to better teach logic.

Keywords : Education, logical curriculum, course objectives, educational philosophy, Viet Nam.

Introduction

Every year, in Viet Nam, there are about 600,000 students learning the Logic, because Logic has taught in all colleges and universities in Vietnam with a duration of 2 - 4 credit courses, depending on the discipline and in the academic year 2016-2017, Vietnam has 1,767,879 undergraduate students and 47,800 college students. A number is very reMarkable. So the inspiration of the logic in student knowledge is noteworthy. To develop the curriculum, it is necessary to perform 5 steps, in which the first step is to define the subject of the curriculum. But the subject of the course depends on the general philosophy of education. To develop the curriculum, it is necessary to perform 5 steps (Nguyen Huynh Phan, 2007), in which the first step is to define the subject of curriculum. But the subject of the course depends on the general philosophy of education. The 5 steps are 1/Determine the objectives of the curriculum. This goal is

¹ Faculty of Philosophy, University of Social Sciences and Humanities, Vietnam National University, Ha Noi, Viet Nam, Corresponding author-E-mail address: hieu17blue@yahoo.com

driven by the general philosophy of education; 2/Develop a curriculum framework, It means how many credits, how many parts, chapters in its content; 3/Develop syllabus, that means, what described in each section or chapter, 4/Writing syllabus; 5/Writing reference materials or textbooks, after a teaching period.

The above arguments showed that the philosophy of education or specifically, the course objectives influence the decision to design Logic subjects. In this article, we would like to discuss this effect having 5 sections. Section 1 discusses the objectives of Logic. Section 2 presents the basic content of logic taught at universities and colleges in Viet Nam. Section 3 deals with the principal philosophies of education which influence the design and teaching of logic. Section 4 presents difficulties in designing and teaching logic in Vietnam. Section 5 is a conclusion and recommendation. We will propose solutions to improve the quality of curriculum development and teaching logic in Vietnamese universities

Research Methodology

The materials that we use, first of all, is the referral systems and supplementary tools such as computers to calculate the index, to draw the chart, questionnaires to ask students about their points of views to the logical curriculum, field surveys as the principal materials. For research, we use the method of analysis and quantitative data from the questionnaires, write synthesis, survey and evaluation results, discussion by the group and report partial results in the seminar and compare the results of research theory with practice to draw conclusions.

Research Results

1. Objectives of Logic

Logic is the study of the laws, the rules of thought for reaching the truth [16]. That means logic is a system, or mode, of reasoning. Almost everyone uses logic, from the seven-year-old questioning his parents, to the salesman promoting his wares, to the politician seeking election. This subject occupies the position, role which is especially important for the formation and development of logical thinking, right and creativity for human beings. Logics have the following basic goals.

a. Knowledge: Provide some basic knowledge as the minimum means to train and improve thinking skills for learners, help learners to think fast, exactly, strong argument, prove, Rejected convincingly, brief thoughts, precise, clearly, coherent, know the right things, false, shifty, sophisticated in thinking, arguments of others Provide

some scenarios, especially in situations involving politics, economy, society, legislation (legislative, executive, judicial) and some everyday situations for students to apply knowledge learned in practical activities.

b. Skills: To form and develop the capacity of scientific thinking, logical thinking; Adopting logical forms and ways of thinking to increase speed and quality of thinking; Be skilled in detecting logical errors in the thinking of others; form and develop the application of logic to the research, other subjects, especially professional subjects and professional activities in the future.

c. Attitude: Having a habit of logical thinking, actively improve the level of logical thinking and apply it to practical activities. Having an objective attitude, more scientific in object evaluation, phenomena.

d. Other objectives: To train the ability to think independently on the basis of logical knowledge. Train your creative thinking, explore and explore, improve, develop assessment capacity as a necessity.

2. Basic content of logic in Universities and Colleges of Viet Nam

The logic taught at universities and colleges in Vietnam is of short length, It basically consists of the following main contents: 1 / Introduction to Logic, 2 / The basic rules of logic, 3 / Concept, 4 / Judgment, 5 / Inference, 6 / Hypothesis, proof, reject and sophistry [6, 8, 11, 22]. This program is in compliance with the higher education program issued by the Ministry of Education and Training in 1995 and 1998, of which the Introduction to Logic, code 051 (TR) 201.

2.1. Program: 5 chapters.

Chapter I Introduction to Logic

1. Object of logic
2. History of the formation and development of logic
3. The Meaning of Studying Logic
4. Some commonly used symbols

Chapter II. The basic rules of thinking

1. What are the rules and the basic rules?
 2. Basic laws of Thinking
 - 2.1. Law of uniting
 - 2.2. Law (forbid) of contradictions
 - 2.3. Law of the excluded third
 - 2.4. Law of full

Chapter III. Concept

1. What is the concept?
2. Conceptualization
3. Relationship between concept and words
4. Conceptual classification
5. Logical structure of the concept
6. Narrow and expand the concept
7. Relationship between concepts
8. Definition of concept
9. Conceptual division

Chapter IV. Judge

1. What is Judgment?
2. The structure of the single statement
3. Relationship between judgment and sentence
4. Judgment classification
5. The completeness, clarity of the terminology in judgment
6. Relationship between the basic judgments (A, I, E, O) - Logical square
7. Logical associations on the statement
8. The method of tabulation to calculate the logical value of the complex predicate (proof formula)
9. The truth value of the judgments - Some equivalents

Chapter V. Inference

1. What is the inference?
2. Inference classification
3. Interpretation (inference)
 - 3.1. Inference directly
 - 3.2. Interpretation indirectly: syllogism
 - 3.2.1. Single syllogism moaned
 - 3.2.2. Truncated short paragraph
 - 3.2.3. Tam argues with conditions
 - 3.2.4. Trilogy of choice
 - 3.2.5. There are complex paragraphs
 - 3.2.6. A Method of analyzing the logical mixture of an inference
4. Inductive Inference
5. Exclusion inference

Chapter VI. Hypothesis, proof, reject, and sophistry

1. Hypothesis
2. Proof
3. Reject
4. Sophists

2.2. Examination and evaluation of study results.

2.2.1. Periodic assessment

Table 1: Periodic assessment

Check form	Weight	The number of tests	Form of tests	Time of completion
Check middle-semester	10%	1	writing	after 8 weeks
Writing synthesis	10%	1	Test of multi-choice	after 11 weeks
Final examination of semester	80%	1	Test of multi-choice	after 15 weeks

2.2.2. Evaluation

In check middle-semester (writing) : Write an essay (1 to 2 A4 pages).
Content: Students select the topic and do the topic outside the class following the orientation assigned by the teacher to the student in the sixth week. Evaluation criteria: in-depth analysis, correct problem focus (5 points / 10 points) ; Accurate language, clear arguments, coherent (2 points / 10) ; Describe the situation in which it relates to the discipline (2 points / 10 points) ; Personal marks (i.e. it hasn't based on someone else's post) (1 point / 10). The total is 10 points.

3. The basic philosophy of education affects the design and teaching of logic

The development of the object, the content of the Logic subject, as well as the teaching and learning it is influenced obviously from the general education philosophy, so we dedicate this section to that.

3.1. In short, educational philosophy is a statement of thought, but concise, usually in one sentence, everyone understands and can do. As a result, the philosophy of education has become the guideline for all teaching and learning activities, and more broadly, all activities related to human development, in accordance with the culture or stage of history. Education philosophy is not far away, but at the output of the education system, that is, in the people that the education system produces. In

other words, the educational philosophy will be found in answering the most important question: What are people which education system is directed towards training?

Given such importance, educational philosophy is not just ideological orientation, but also the soul, countenance of the whole system of education. Based on the educational philosophy that the entire educational system, as well as the activities, are designed, operation and adjustment. Being a soul, countenance, educational philosophy will automatically appear to all concerned. Then we will see the philosophy of education, feel the philosophy of education, be understanding the philosophy of education at a very subtle level, from student to teacher, to the parents in the house, not only the experts understand. Instead of training human of tools, education must shift the direction for training a free human. Then the creative human and human being will naturally appear.

In other words, when there is an educational philosophy, it will appear as natural as it is in everyday life and exist in all educational activities and is understood in the same way. If not, then some statements or studies on education, no matter how thorough elaboration, it is not the philosophy of education, but the philosophical theory of education, or the study of special of education.

In order to do so, the philosophy of education must be explicitly and convincingly addressed by the state administration itself, such as the Ministry of Education and Training. Otherwise, it will not have the righteousness to become the overall operating system for the whole system.

3.2. Vietnam education philosophy must conceive: Vietnam education is humane education. Human philosophy lays something down as a policy that man has an important place in this world; take the human as the root, take the life of man in this life as the basis; considering human beings as a means of life, not as a means or instrument for the purpose of any individual, partisan, or other organization. Human philosophy accepts the difference between individuals, but does not accept the use of that distinction for human evaluation, and does not accept discrimination or rich or poor, local or religious discrimination., race, etc. With the philosophy of humanity, people are equally valued and have the right to equal educational opportunities. The education in Vietnam is a national education. Education respects the traditional values of the nation in all activities related to family, occupation, and nation. Education must preserve and promote the essence or best traditions of the national culture. The cultural character of the culture must be known, preserved and promoted by

generations, so as not to be lost or dissolved in other cultures. Vietnamese education is liberal education. Nationalism is not necessarily conservative, not necessarily closed. In contrast, education must expand, to receive advanced scientific and technical knowledge in the world, receiving the spirit of democracy, development, the value of human culture to contribute to the modernization of the nation and society, make progressive society accessible to world civilization. Learning is to explore and be creative. Education is to provide learners with exploration and creativity; Educate people to love, share, unite, join hands to build the society, living in harmony with nature.

3.3. According to the above analysis, the basic idea of Vietnam education's philosophy has been reflected in logic. Therefore it may be that many Vietnamese students like to study logic. Even logic has become a cognitive methodology for learning all other subjects and fuzzy logic is used to evaluate student achievement in all subjects (Xemtailieu.com. 2017). In that sense, Logic is taught quite well in Vietnam. But no, that reality is still difficult.

4. Difficulties in designing and teaching logic in Vietnam

4.1. While logic has been identified as a topic of special importance to helping students to develop and develop their logical thinking and to be taught in all colleges and universities. However, the teaching quality of this subject is still very limited, on the one hand, students "fear", "afraid" that the subject is abstract, dry; on the other; the lecturer did not have the proper investment to increase the attractiveness of his lecture (Chanel 14. VN. 2017). Why? Can see the first reason is: Although logic has been put into research and teaching in Vietnam since quite early, around the 50s of the twentieth century, since then, the general curriculum framework has not changed. Many new curriculums and books of logic have been published in Vietnam (Bùi Thanh Quất. 1994; V.I.Ki-rinh-lop. 1987), but there is no uniform understanding of basic terminology, the fundamental knowledge is still not exact. The reference material for the course is mainly from the old socialist countries. Meanwhile, the logic in the world has developed quite far both theoretical and applied.

4.2. In the natural sense, in order to think in the logical order of things at the level of abstract thinking, recognition of reason is not easy because it is contrary to common sense that they are deeply rooted in the consciousness of the great majority of learners from childhood. Not only it is highly abstract, logic is a subject that most high school students have never been exposed to it. In addition, this subject is taught in the first semester of the first year, so students are more surprised because the

students don't, get acquainted with the environment of study and university study methods, their thinking ability, as well as their living capital, is limited.

Students say that logic is dry and difficult. One of the evidence suggests that students are afraid of the subject of Logic. The results of this course are not as high as many other subjects. Quite a lot of students have to study again, retest, even in the past, they had to stay in class because they did not meet the test scores. Logic is a "scary" subject in the mindset of not only many social studies students, but also natural science students because there are many signs, characters, and mathematical operations in this subject and it also contents a wealth of knowledge, lively, and character of "social". So, how to improve the quality of learning this important subject?

Conclusion and Discussion

1. it's hard to imagine an education that lacks an educational philosophy. To say that education Vietnam has no educational philosophy, this is difficult to accept. But if Vietnamese education has an educational philosophy, how does that philosophy, what's included? Nowadays, there are still so many different ideas and discuss. Those who think that Vietnam has an educational philosophy often illustrated by the following examples: "First is good manners, Second is knowledge", "Learning with practice", "You do not make a fool of yourself," "To go through, they must be bridged. For the children study well, must love the teacher". "For the sake of ten years, the tree must be planted. "An ignorant nation is a weak nation." In these sentences, some may be considered as educational philosophies, for example: "First are good manners, Second is knowledge", "Learning with practice". Some of the other sentences are not really educational philosophies, but they are about attitudes toward the job of teaching, teachers, the importance of education and teachers. Looking back on the history of Vietnamese education, in the Confucian education system, the philosophy of education is encapsulated in an output product, namely: it trained the honest to do dignitary. It is through this philosophy that the Confucian education system has existed for over two thousand years. Only when the model of the honest, that is the output of this system, is no longer suitable for the new era, this system of education has just collapsed. But since Viet Nam gained independence in 1945, Vietnam's educational philosophy has never been so explicit and concise in education reforms, except for a previous official statement: training new socialist people. But what is the new socialist human being? This is the ideal man, no real model.

2. While there is a great deal of difficulty in the philosophy of education, in logic, the goal of education and the subject of the course is united in a relatively high degree as described above. Why. We think that, for science, in its incarnation, it will not be governed by political or social factors, subjective or pragmatic, which science carries the heart of energy released. It is emancipating, serving human beings and blending with national elements, mass element. This is the natural and spontaneous wisdom that has led to study the logic. So we need to invest in teaching the logic in the hope that we will unify the philosophy of education in Vietnam in present.

3. How does Logic become attractive subjects?

We think that the characteristics of logic are sequential and closely linked, the lessons are related to each other in the "logic" style, if not understand the previous lesson; the next will also be difficult to absorb. Therefore, if students do not focus on the lesson or at school is not regular, will be a very disadvantage in learning this subject. "Focus on the first lesson, continuous and self-conscious - that's the secret to learning this subject well." More, In addition to acquiring basic knowledge in class, students need to have the curriculum and reference materials for self-learn and self-research; but most importantly, must be frequent and do homework. In practice, any class, any students who are active and do much homework, the student, that class achieved higher results. Besides, it is necessary to apply many lively teaching methods, making each lecture very interesting and easy to understand. For example, learning through the mapping of theoretical contents, helping learners acquire knowledge in a way that is intuitive, easy to remember and easy to understand, just look at the diagram of mapping, the learner can discover the theory content; learning through the rules and the rules of the content of the lesson. In particular, with the method of learning through fun, witty stories; or learn through the system of examples. For example, it is a great teaching method which the missionaries have applied very successfully. But overall, the secret of success in learning and teaching is, in short, it is two factors: Learners must be assiduous; the teacher must be serious. That is the holy idea in the book "Three words": "The most precious characteristic of the learner assiduous. The most precious of the teachings is the seriousness".

4. In Vietnam, the logic is taught at university, not taught in the field. While in many countries around the world, logic is even taught at preschool age (4-5 years old). Therefore, it is necessary to teach logic to students sooner, as in many other countries.

Acknowledgement

I would like to take this opportunity to express my gratitude to Rajabhat Maha Sarakham University, Thailand for kindly inviting us and allowing us to present my research results at Conference ICSSS 2017 organized by this University. And I am especially grateful to the referees for contributing their valuable suggestion and ideas advice and correct to my article.

References

- Bùi Thanh Quất. (1994). *Formal Logic*, Ha Noi University, (in Vietnamese).
- Chanel 14. VN. (2017). *Let students no longer "fear" Logic (in Vietnamese)*. [Online] <http://kenh14.vn/hoc-duong/de-sinh-vien-khong-con-so-logic-hoc-20121111124045212.chn>
- Ministry of Education and Training. (2017). *The numbers "talk" about higher education in Vietnam (in Vietnamese)*. [Online] <http://vietnamnet.vn/vn/giao-duc/tuyen-sinh/nhung-con-so-biet-noi-ve-giao-duc-dai-hoc-viet-nam-389870.html>
- Nguyen Huynh Phan. (2007). "The 5-step process for developing curriculum in universities and colleges". *Journal of Science, Quang Binh University*, 2 (1), 2007 (in Vietnamese).
- V.I.Ki-rinh-lop. (1987). *A.A Star-chen-ko*. Logic, Moskva, 1987 (in Russian).
- Xemtailieu.com. (2017). *The university of Technical Pedagogy in Ho Chi Minh City: Application of fuzzy logic techniques to assess students' learning outcomes (in Vietnamese)*. [Online] <https://text.xemtailieu.com/tai-lieu/ung-dung-ky-thuat-logic-mo-danh-gia-ket-qua-hoc-tap-cho-sinh-vien-truong-dai-hoc-su-pham-ky-thuat-thanh-pho-ho-chi-minh-857789.html>