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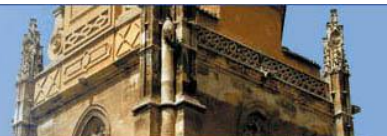
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Methods Of Using Character And Language In Stories To Teaching Vietnam History From X Century TO 18th Century In High School

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ABSTRACT:

This paper aims to propose methods of using stories about historical figures in teaching Vietnamese history (from the 10th to the 18th century), with a focus on the interest of students with lessons. Vietnamese history (from the tenth to eighteenth centuries) has an important position in the entire development process of the nation's history. This was the independent feudal period, the period that witnessed the rise and fall of Vietnam's feudal system through the stages, the period that made its mark with the resistance wars against foreign invaders. This passage has many national heroes, typical characters, cultural celebrities with great influence on history, is an extremely rich and diverse source of materials for teachers to exploit and put into teaching. History subject in high school helps students to understand deeply and remember historical events for a long time. At the same time, building emotional stories about historical figures will help shape good character and educate students on patriotism. In the study, quantitative methods and qualitative methods were used. The data were collected using statistics of Vietnamese historical figures from the 10th to the 18th century, survey questions for students and teachers, number of test scores after each lesson, assessment of learners' feelings, Positive, creative and conscious attitude of students. The study results show that students enjoy the lesson, actively participate in the lesson as well as enthusiastic about the teacher's problem questions. Through lessons in telling stories of historical characters, students' abilities are developed at different levels: knowing, understanding, applying and creating.

Keyword: historical figure, History teaching methods.

1. INTRODUCTION

Using stories about characters in teaching History is one of the important contents mentioned by many researchers in both domestic and foreign studies. In it, works related to the research problem are also reflected to a certain extent. It can be divided into two groups as follows:

Firstly, research works on Vietnamese history in general, as well as the life and career of historical figures in the period from the 10th to the 18th century in particular. Dao (2020) introduced useful information about typical historical figures, associated with important events of Vietnamese history from primitive to 19th century. Authors such as: Truong (2005); Nguyen (2012); Tran (2007); Dao and Nguyen (2009) also analyze the merits of Vietnamese national heroes and the virtues of feudal kings. Besides, many authors have come up with new approaches to historical figures such as: Le (2019); Phan et al (2011). Not only providing detailed information about historical figures, the authors also give objective assessments of their merits.

Secondly, research works on teaching methods of history in general as well as teaching methods of historical figures in high schools in particular are directly related to the research problem. Phan et al (2017) affirmed the role of using stories about historical figures in teaching in high school, which is to help students have a basis to grasp the nature of events, form concepts, understand the rules and important lessons of history, train students in the habit of scientific research, develop historical thinking, the authors also suggest some methods of using documents. history in teaching history in high schools.

Nguyen (2006) argues that one of the measures to improve the effectiveness of lessons is to present images and emotions to students to create images of people and events in history teaching. And Savin (1983) emphasized the role and meaning of using the storytelling method in teaching history: "A story that captivates students, resonates in their hearts and creates favorable premises for the formation of noble moral feelings, love for the Fatherland, the past and the present. of the Fatherland, tact, care, empathy...".

N.G. Dairi (1973) also mentioned the use of other reference materials to concretize knowledge in textbooks in order to arouse students' interest. In order to have a good class, teachers must combine many different stages, the most important thing is to refer to the materials to make the content of the lesson richer and more accurate. In addition, Dairi also mentioned the use of stories to explain paintings, events, and historical phenomena.

Thus, the use of stories about historical figures in teaching history has been mentioned in most of the research works on Vietnamese history, methods of teaching history in general and teaching of historical figures. Historical objects in high school in particular are directly related to the research problem. However, there has not been any systematic in-depth research on methods of using character stories in Vietnamese history, especially in the period from the 10th to the 18th century.

Matamit et al. (2020) mentioned that investigate the challenges faced on using storytelling in improving students' understanding of the science topic 'Sense Organs'. The purpose was to provide reflective analysis on improving the use of storytelling when it is used to young children. The research question pose for this study is "What are the challenges of teaching the topic 'Sense Organs' uses storytelling at the elementary science classroom?" Teaching Sense Organs is important at a young age as it reveals that the senses function differently. It is essential to make students differentiate these senses as it is and also fundamental to let students analyze the aspects of them working together in everyday life.

According to Khudhair and Alnoor (2021) the purpose of this study was to research and describe howstorytelling as a teaching and learning method has a positive impact on thelearning and information retention for adult students. At the same time, the authors also assertrecommended to use storytelling technique since they are very effectiveespecially for the adults students and it is very helpful for the teacher as aprocedure for learning language.

The authors Shinas and Wen (2022) examined the ways that integration of digital storytelling into a required literacy and technology teacher education course prepared teacher candidates to integrate digital tools into their instruction. Within the context of a required literacy and technology course, teacher candidates completed digital storytelling projects requiring them to design and compose digital narratives, reflect on the process, and consider the opportunities and implications for integrating digital storytelling within literacy and interdisciplinary instruction.

2. METHODOLOGY

2.1. Research design

The article applies quantitative and qualitative methods to analyze key references, as well as previous studies on the use of stories about characters in teaching Vietnamese history (from the 10th to the 18th century) in high schools. While the quantitative method is used to make statistics of Vietnamese historical figures from the 10th to the 18th century, the questions to survey students and teachers, the number of test scores to evaluate after each lesson, The qualitative method is used to assess the students' feelings, the students' activeness, creativity and sense of attitude. The article ambitiously lists the most effective methods of using stories about characters in teaching Vietnamese history (from the tenth to the eighteenth centuries) in high schools.

Research design:

- Description (case study of the number of students from good to excellent, survey by area, observation of nature).
- Experimenting with methods of using stories about historical figures for each lesson on Vietnamese history from the 10th to the 18th century.
- Comment on methods after analyzing the effectiveness of the lesson, from which, the most effective method can be drawn.

2.2. Sampling, data collection and data analysis:

The participants were composed of 10th grade students in Tuyen Quang High School, Tuyen Quang province, in the school year of 2020 - 2021 to learn, survey and investigate. In which: class 10B is the experimental class, class 10A is the control class. These classes all have similarities in terms of learning conditions, numbers and cognitive levels of students. This number of students includes: excellent, good, average, weak students in History subject and from many localities in the province (including students from other provinces). A total of 50 history teachers and 150 students were randomly distributed questionnaires. Statistical probability method is used to calculate the total experimental results.

3. RESULTS

3.1. Tell stories of historical characters to create learning situations, activate cognitive activities

The practice and theory of teaching history both show that the most effective way to activate cognitive activities for

students is to create learning situations. Creating learning situations, also known as problem situations, is to create a curious and excited psychological state in learners. When students have difficulties, because with the existing knowledge, students cannot solve the problem, but must acquire new knowledge, by a new way of acting. Create learning situations that kickstart the learning process, help teachers lead in oriented lessons, and create learning motivation for students in a positive and self-disciplined way. Stories about historical figures are vivid, attractive and valuable historical documents that can be used to create learning situations and initiate cognitive activities for students.

Learning situations include paradox situations, negative situation, and why situations. These situations will require students to apply their existing knowledge and skills with new insights to solve problems. Based on the type of learning situation, the teacher will choose a story about a historical figure that is suitable for the lesson content, suitable for the students' cognitive level to create a problem situation.

For the paradoxical type of situation, the teacher gives two different opinions through the story of the historical figure. For example, when teaching lesson 19 - Resistance wars against foreign invaders in the X - XV centuries, section 1, section I. In the resistance wars against the Song invaders, including the second war against the Song, teachers can use pictures, diagrams, combined with telling the story of Ly Thuong Kiet bringing his army to the Song land (from October 1075 to March 1076). At the same time, the teacher uses some prompting questions like: "What was the purpose of Ly Thuong Kiet's action to bring troops to the Tong land?"; "Do you think this is an act of self-defense or aggression?"; "What did Ly Thuong Kiet do?"... Then the teacher introduces a new lesson: The victory in the second resistance war against the Song Dynasty (1075 - 1077) was one of the glorious victories of the Dai Viet people. It was not only the victory of patriotism, solidarity, and will to fight foreign invaders, but also the victory of a proactive war line proposed by Ly Thuong Kiet, but first of all, the actively launched an ambush to attack the Song land. Let's study today's lesson to explore these questions.

Through the use of the story about the historical figure Ly Thuong Kiet, combined with evocative, contradictory and paradoxical questions about the character's action of "beating the Song land", students will mobilize all set their own understanding to answer learning problems, thereby forming learning motivation for students. Teachers comment and guide students to discuss the learning situation and state the lesson objectives to learn. It is clear that, when presented with a story about a historical figure, students pay attention to the lesson, actively and enthusiastically speak and discuss the lesson and understand the basic knowledge orientation of the lesson.

For the negative type of situation, the teacher gives the student a very difficult choice when he has to refute a wrong point of view or conclusion. To achieve that, the student must find the weak points, wrongs, and inaccuracies of that opinion or conclusion and prove them wrong. For example, when teaching lesson 21 - Changes of the feudal state in the 16th - 18th centuries, the teacher provided students with pictures: the statue worshipping Mac Dang Dung at Thien Phuc pagoda (Hai Phong); The citadel of the Mac Dynasty (in Lang Son, Tuyen Quang); The painting of Mac Dang Dung with his hands clasped to greet the Ming envoys; The image of King Mac Dang Dung's sword worshiped in the rear of the Thai temple...to create learning situations for students. The teacher shows and organizes for students to identify pictures: In the previous articles, we learned about the economic - political - cultural situation of Dai Viet from the 10th - 15th centuries, in which, the Le Dynasty period was considered as the prosperous development period of Dai Viet. our country's feudal system in all respects. By the beginning of the 16th century, the Le kings were no longer interested in the government, only worried about playing and playing, not having enough strength to manage the country. People rebelled against the government everywhere, feudal forces competed for power. By 1527, the power of the Le Dynasty was transferred to the Mac Dynasty in the form of dethroning. Have the children look at the following pictures, and tell her who he is? What historical period do these images belong to?

Students look at the picture and answer: Mac Dang Dung and the Mac Dynasty. The teacher uses the story about the character Mac Dang Dung, combined with questions to create a negative situation: Talking about the character Mac Dang Dung, in the work "A brief history of Vietnam", Tran Trong Kim wrote: "To the king is to rebel against the gods, to the country is to treason, to the way of human life, is to have no dignity; such a person whom to respect? Therefore, even if they could get the Le dynasty, even if they could borrow the Ming dynasty to defend themselves, an inheritance built by such vile wickedness, it would never be sustainable" (Tran, 1971, p.229). Combine using prompting questions: What is your opinion on this issue? In your opinion, is Mac Dang Dung completely an autocrat, authoritarian and guilty of history? What are the changes in the situation of our country under Mac Dang Dung? To learn about the establishment and policies of the Mac dynasty, as well as clarify the above issues, today we will study lesson 21.

In the process of learning about "The fall of the Le So and the establishment of the Mac dynasty", students will apply new knowledge to evaluate Tran Trong Kim's point of view. Through the policies of Mac Dang Dung (resolving the land problem for the people, eliminating the "blocking the river, banning the market", organizing

regular exams, building a strong army, contributing to stabilizing the country. ...) students will see the effect of such policies as stabilizing Dai Viet's situation at that time, quelling the forces of sand. In terms of diplomacy, the Mac dynasty advocated submission to the Ming dynasty, it was necessary to have an objective view of Mac Dang Dung. The Mac Dynasty is in the "above the anvil, under the hammer" scene. In the North, the Ming Dynasty sent troops close to the border, threatening to enter our country. In the South, the former Le gods are gathering opposing forces. Mac Dang Dung was forced to cut the Northeastern land that formerly belonged to Cham Kham (Quang Dong) and submit it to the Ming Dynasty, giving the books of this land to the Ming army, resulting in unpopularity and distrust of the people. However, the merits of Mac Dang Dung and the historical role of the Mac dynasty cannot be denied. When students have an objective and comprehensive view, they will see that Tran Trong Kim's point of view is one-sided, misleading and refutation of this point of view.

The why situation (or cause and effect situation) is the most common situation in the study and teaching of history. Looking for the cause of an event, historical phenomenon, or the motive of an action performed by a certain character, students will understand the goal of the lesson. For example, when teaching lesson 19 - Resistance wars against foreign invaders in the X-XV centuries, section 1, section I. Resistance wars against Song invaders, teachers can use stories about characters history of Duong Van Nga and the act of wearing a robe on General Le Hoan, smoothly transferring power from the Dinh Dynasty to the hands of the Tien Le Dynasty. In the process of using the story, the teacher provided the students with a picture of Queen Duong Van Nga statue in the temple of King Le Dai Hanh at Truong Yen, Hoa Lu, Ninh Binh, next to the statue of King Le Dai Hanh. The teacher asked questions to create a learning situation: "Why did Empress Dowager Duong Van Nga give her son's power to someone from a different family?"; "What does the action of Queen Mother Duong Van Nga ceding the throne to Le Hoan?", to better understand the context of the 1st anti-Song resistance war (981), today we will learn the article learn.

Using stories about historical figures to create learning situations, activating cognitive activities is a necessary measure to arouse curiosity and passion for knowledge discovery in children. To use this method fluently, teachers, in addition to having knowledge of the characters, must also know how to choose situations and expensive questions, focusing on the goals of the lesson and the basic knowledge content, thereby, creating cognitive effectiveness for students.

3.2. Create symbols of historical figures to form and deepen new knowledge

Each historical event is associated with a specific time, space and character, so using the story of the life of a historical character to create an illustrative and inculcating symbol of that event is a measure. necessary law. Because it is necessary to understand the facts to understand the characters, and conversely, the understanding of the characters contributes to clarifying the general historical perception. For example, when teaching lesson 17 - The process of formation and development of the feudal state (from the 10th to the 15th century), teachers need to inculcate for students the event in 1010 - Ly Cong Uan moved the capital. From Hoa Lu to Dai La, the name was changed to Thang Long. This is an extremely important event, which means opening a new period of national development - the period of development and completion of the feudal state of Vietnam. Through the story of "Ly Cong Uan moved the capital", students not only saw the wise decision of the king when choosing a land of "terrestrial spirit, human genius" to ensure the development of the country in the future, but also aware of the importance of Thang Long capital for the nation's history.

However, in each lesson, there are many historical events, not all events teachers use the story of the character to create a symbol for that historical event, but must choose the basic event, most typical to emphasize for students. For example, when teaching lesson 23 - Tay Son movement and the cause of national reunification and national defense at the end of the 18th century, there are many facts about the development of the Tay Son movement, but basic knowledge is important. The most important thing that teachers must highlight is: the merits of the Tay Son movement, associated with the national hero Quang Trung -Nguyen Hue, in which, the most prominent is the victory in the resistance war against the enemy. Thanh (1789). The creation of the symbol of Quang Trung - Nguyen Hue not only inculcates for students the victory of Ngoc Hoi - Dong Da in the resistance war against Thanh, but also has the effect of educating students on gratitude for generations of ancestors, during water construction and between water.

To create symbols of historical figures, teachers can combine descriptive methods (oral presentation, combination of pictures) combined with documents and questions and answers, to sketch the basic features of human history. Historical object. Thereby, students not only have a specific symbol of that historical figure, but also of the historical period in which that character operates, and understand the meaning of the work that individual undertakes. For example, when teaching about the crisis of the feudal system in Dang Trong, represented by the abuse of power by the rebel Truong Phuc Loan, teachers can use the story about the description of the character Truong Phuc's wealth. Loan, in opposition to the poverty of the people.

The story reflects the social context of Dang Trong in the 18th century. It shows that the feudal government of the Nguyen Lords at that time was no longer able to govern the territory here, it was necessary for a new force to stand up to solve the crisis of the regime going on in the Cochinchina region. The story also has the meaning of deeply depicting for the children about an iconic historical figure - a villain in the history of Vietnam's feudal regime, that is, the name of the god Truong Phuc Loan. Through the story, students will understand and sympathize with the miserable and struggling lives of the people under Loan's abuse of power.

Besides creating symbols of historical characters through stories describing historical characters, teachers can also create symbols of historical characters through stories about a typical and significant event. Important to the life of historical figures. Thereby, students find out the "message" hidden in that story. Teachers also need to combine learning about knowledge in textbooks about this event with the content of the story to exploit and use it effectively. For example, with the story of Nguyen Hoang coming to visit teacher Nguyen Binh Khiem, teachers need to clearly understand the messages in the story. The story shows students the crisis and confusion of the contemporary feudal system. At the same time, it also depicts the symbol of the character Nguyen Binh Khiem - a reclusive talent.

To use the story effectively, teachers plan questions when organizing students to explore: Who is Nguyen Hoang? Why did you decide to leave Thang Long to guard Thuan Hoa? Who suggested for him to ask the Trinh Lord to guard Thuan Hoa land? How was that advice? When teaching about the event that Nguyen Hoang applied to defend Thuan Hoa land, the teacher generalized the historical context at that time, emphasizing the crisis in the political regime of the Le dynasty, Trinh Kiem manipulated power and was ready to kill. The courtiers and relatives of Nguyen Kim, before that situation forced Nguyen Hoang to plan to escape. First of all, the teacher asked provoking questions for the students: Do you know why at that time Nguyen Hoang decided to ask for a job in the land of Thuan Hoa? Who suggested he ask Trinh Lord to guard Thuan Hoa land? How about that advice? After the students answered, the teacher closed the idea, oriented the topic, the content of the story and told them about the meeting and the advice that the prophet Nguyen Binh Khiem gave to Lord Nguyen Hoang. After that, the teacher closed the knowledge: The story showed the children the context as well as the turbulent situation of the country at this time, it also explained why there was a division between South and North dominated the power of the Nguyen and Trinh families. And so, through the story, students will have symbols and inculcate knowledge about two historical figures in the story (Nguyen Binh Khiem and Nguyen Hoang).

3.3. Applying role-playing method to make students interested in learning

From the practice of teaching history, it is shown that today's history teachers mainly impart basic knowledge, not focusing on applying knowledge to lessons in life. Some lessons are still theoretical, not yet implemented "learning with practice". Therefore, one of the current requirements is to strengthen the application of knowledge to develop learners' capacity. Role-playing method in teaching history is one of the active teaching methods to develop students' capacity, highly promote learners' self-discipline, independence and creativity. This method helps students to become more aware of the historical content they are learning, develops intellectually and educates personality qualities for learners, has a great effect in creating interest and motivation for students to learn. students, meeting the objectives of the lesson: learning to know, learning to do, learning to grow, and learning to assert yourself.

When choosing story content about historical figures for role-playing method, teachers must ensure accuracy and feasibility (accurate in central knowledge and must be able to build scripts), As well as being appropriate in terms of time, students must be active and proactive in the process of playing historical characters. At the same time, students must have a thorough understanding of the character they will play, in order to well express the character's personality, actions, thoughts as well as the role of the character with historical events. This is also a way that teachers can "create symbols" about historical figures for students in the fastest and most effective way.

To use stories about historical figures for role-playing methods, to create interest in learning for students, teachers can follow these steps:

Step 1: The teacher, based on the objectives and specific content of the lesson, outlines the task that students must prepare for the next lesson, which is to play the role of a historical character (Teacher chooses an actor) to role play).

Step 2: The teacher divides the whole class into groups and assigns specific tasks to each group, and at the same time gives criteria for acting, props, time, etc. Groups discuss, build scripts, analyze role play and go through the script with the teacher.

Step 3: Each group is assigned in turn to act according to the built scenario. Other groups comment and evaluate.

Step 4: Teachers comment, supplement and finalize knowledge.

An important note is that the teacher must always be the operator of every stage in the process of playing historical characters. From building scripts and rehearsals, to props, to timing. The teacher is the one who guides, corrects the script, and reviews it before students perform in front of the class. Based on the lesson content, the teacher specifies a specific time for students to role-play so as not to affect the lesson progress. At the same time, based on the

content of the story about the historical figure, the teacher can choose a role-playing method that can be used at the stage of initiation, knowledge formation or reinforcement and expansion. This method requires flexibility and initiative of both teachers and students, so as to achieve the highest efficiency in creating excitement and promoting initiative and creativity in students.

For example, when teaching lesson 19 - The resistance wars against foreign invaders in the 10th - 15th centuries, teachers can organize students to play the role of historical figures such as: Ly Thuong Kiet, Tran Quoc Tuan and Nguyen Trai to create excitement for the children before studying. Teachers provide students with stories about historical figures as above, ask students to build a play script in 3 minutes, can build additional lines of secondary characters, or self-made main characters. Monologue for each character, the teacher can suggest to the groups to learn about a famous saying associated with that character such as: Ly Thuong Kiet associated with the poem "Nam Quoc Son Ha"; Tran Quoc Tuan with Hich General: "I often forget to eat at mealtimes, pat my pillow in the middle of the night, my intestines hurt like a cut, I have tears in my eyes, ..."; Nguyen Trai with "Binh Ngo Dai Cao": "The core of humanity is to live in peace ...". After the groups have finished playing the roles of historical figures, the teacher gives the groups comments on the content and expressions, and can vote for the best role to receive a reward or be commended in front of the class. The teacher asks questions to suggest situations: Through the role-playing part of groups, can you tell which historical figures are associated with the resistance wars against foreign invaders in the nation's history? Students answer: These historical figures are associated with the nation's victories against Song, Mong Nguyen, and Ming troops. The teacher connects to the new lesson: During the tenth and fifteenth centuries, the people of Dai Viet had to deal with strong and brutal foreign forces many times. But in the end, our people's resistance wars against foreign aggression were won. Making those victories, it is impossible not to mention the wise leadership of a command, led by famous generals or famous military advisors such as: Ly Thuong Kiet, Tran Quoc Tuan, Nguyen Trai. So in what context did the resistance wars of our people take place, how did we learn through today's lesson?

4. CONCLUSIONS

These measures are built on the basis of teaching principles and theories in general and history teaching methods in particular. At the same time, these measures are suitable for the specific conditions of teaching history in high schools. Teachers also strictly adhere to the innovation of teaching in a positive, proactive, creative way, developing students' abilities and qualities. In which, the main orientation is to promote the positivity, initiative and creativity of students. The innovation of teaching methods must be through pedagogical measures such as: creating learning situations, descriptions, conversation exchanges, role plays, etc. At the same time, there must be supporting means such as pictures and pictures, maps, diagrams, timetables, projectors, calculators.

5. ACKNOWLEDGEMENT

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