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ABSTRACT

Today, teaching history in high schools not only equips students with basic and systematic knowledge about the history of the lawful development of the nation and human society, but also teaches love country, national pride, training thinking and ability to practice the subject. With such a great role, improving the quality of history teaching in high schools will contribute to the realization of training goals. In order to improve the quality, it is necessary to synchronously innovate from objectives, programs, textbooks to teaching methods, testing and evaluation. In which methodological innovation is one of the basic requirements because the teaching process in general and history teaching in particular is a complex process, including many factors, in which, the teacher - Students are the most important factor. The article focuses on clarifying the importance of brainstorming technique, as well as the advantages and disadvantages of this technique for teaching Vietnamese history in the period 1858-1918.

Keyword: historical figure; History teaching methods; Brainstorming.

1. INTRODUCTION

Using brainstorming techniques in teaching Vietnamese history from 1858 to 1918 is one of the modern teaching techniques in the direction of student-centeredness. research at home and abroad. 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, the research works on innovation of teaching methods and modern teaching techniques.

Nguyen and Bernd (2011) presented a system of modern teaching methods in high schools, and analyzed the advantages and disadvantages of each method. The authors are pioneering experts in Vietnam in the field of teaching by modern methods.

Vijayalakshmi Murugesan (2019) believes that the use of modern teaching techniques is increasingly popular today, such as: Brain Storming; Micro Teaching Technique; Programmed Learning; Inquiry-Based Learning; Mind Map; Cooperative Learning; Dramatization. Therefore, the authors provide support measures to help these techniques be carried out more effectively.

Zilola and Makhsuda (2020) argue that Modern Teaching Techniques has been spread all over the world, which is useful and easy for teachers. This study explores outcomes as well as unintended results of using Modern Teaching Techniques for teacher professional development. The authors also make comments on the benefits of modern teaching methods, such as: Preparation for the age of Modern Teaching Technology; The focus on effective communication.

Secondly, the research works on brainstorming techniques in teaching are directly related to the content the author is researching.

Mohammad AlMutairi (2015) experimentally studied 98 samples (male students) of Saud Al-Kharji School in Kuwait to indicate the effectiveness of using brainstorming strategy in developing creative thinking skills. At the same time, the study also recommends that brainstorming techniques, as well as creative thinking tests, should be widely used in developing creative problems.

Unina and Bearing (2016) explored the types of brainstorming used and how brainstorming is used to promote SCL. The research team affirms that brainstorming contributes to increased motivation, confidence and participation of students, reflected in the positive behavior of students during classroom observation, and at the same time, public activities. The brain helps students from low-level learners to become better ones.

Raj and Saxena (2017) argue that brainstorming activity is one of the most important methods for developing thinking in the students as well as resolving the problems in the field of education, social and economic growth, political issues etc. The study authors will provide a better view about process and importance of brainstorming and further insight about knowledge gaps, i.e. study of brainstorming with other new concepts as-aesthetic creativity, mathematical creativity, intelligence, scientific attitude and other demographic variables. On the other

hand, research on the use of brainstorming techniques by some Arabic language teachers at the language center, University of Jordan, delves into why some teachers like and dislike using it. brainstorming techniques (Rababah; 2019).

Khan and Shabana Ashraf (2021), found that brainstorming is one of the ways to bridge the gap between learners and their place, especially in elementary schools. The researchers also summarize a theoretical framework of brainstorming with an overview of the philosophy, process, usage, and effectiveness of this method for language teaching in primary schools.

Wahida (2021) also evaluated the effectiveness of brainstorming techniques by analyzing the before and after English tests of 29 students in 10th grade at SMA Negeri 6 Maros. The results of the study show that the use of brainstorming techniques can significantly improve the reading comprehension of 10th graders.

Doğan and Batdı (2021) suggest that any thinking skill, including brainstorming, promotes creativity. However, the authors delve into the study of the limitations that teachers face in the process of using brainstorming techniques, thereby, offering remedial measures. For example: directing students to solve problems through critical thinking.

Utami and Yulifar (2021) use brainstorming techniques in teaching history by encouraging students' imagination in project teaching. The combination of brainstorming techniques with group creative video making both creates conditions for students to develop future career skills and can create creative products, contributing to improving the effectiveness of their work. history lesson.

2. METHODOLOGY

2.1. Research design

The article applies quantitative and qualitative methods to analyze key references, as well as previous studies about Using brainstorming techniques in teaching Vietnamese history from 1858 to 1918. In addition, we also uses the following methods:

- Description (survey on the number of students in the same class, between classes in the same school, between schools by region, survey of average to good level)
- Experimenting with methods on using brain techniques in teaching Vietnamese history from 1858 to 1918.
- 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 500 grade 11 students from high schools in Tuyen Quang province, to learn, survey and investigate. In which, there are 5 experimental classes and 5 control classes. 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 20 history teachers and 500 students were randomly distributed questionnaires. Statistical probability method is used to calculate the total experimental results.

3. RESULTS

3.1. Concepts and classifications

Brainstorming is usually a small group activity which encourages students to focus on the free flow of ideas. The main purpose of brainstorming is to generate as many ideas as possible within the specified time frame given in the classroom. The ideas generated are not evaluated until the task is completed and often a wide range of ideas is produced. Although not all the ideas generated are useable, the initial ideas can be viewed as a starting point to more useful ideas. Teachers can use brainstorming activities to encourage students to share their ideas with one another on a particular topic or question.

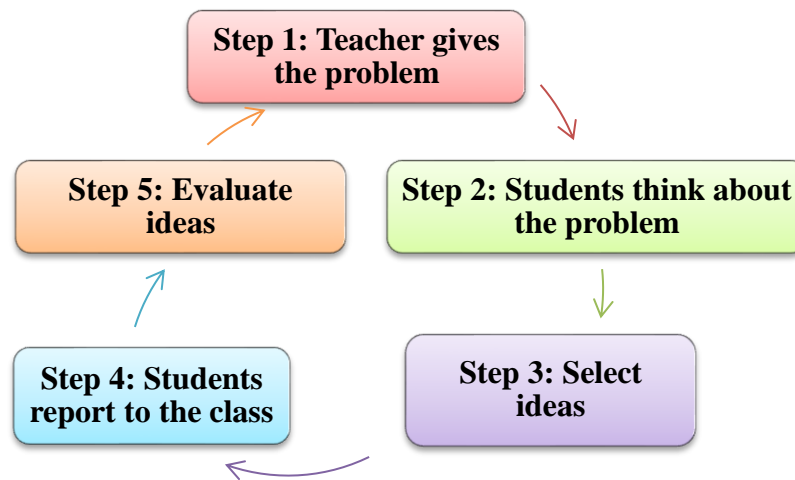
Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that may seem a bit crazy at first. Some of these ideas can be made into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people to open up by "pushing" them out of their normal way of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You are trying to open up possibilities and break incorrect assumptions about the bounds of the problem. Judgment and analysis at this stage will make it difficult to form ideas and limit creativity. Evaluate ideas at the end of the session - this is the time to explore solutions more deeply, using conventional approaches.

Brain training techniques in teaching history include: individual brain work, group brain work, a combination of individual brain work and group brain work.

Individual brainstorming will allow each learner to discover ideas on their own without fear of criticism and without being dominated by other team members. Individual brainstorming tends to generate more ideas than group brainstorming but on the other hand does not build more ideas than group brainstorming, and individuals themselves may overlook problems they do not solve. can decide.

Team brainstorming will help to develop ideas more deeply and effectively because when one person encounters difficulties in the idea-building process, the creativity and experience of others can be used to develop ideas. solve that problem. Students work in groups, groups can brainstorm different problems. When it comes to brainstorming, no one is allowed to criticize, praise or criticize, show an attitude towards other people's opinions, and encourage as many answers as possible. Therefore, everyone in the group can participate, even those who are quiet and reserved, have the opportunity to present their opinions and views. After that, the group leader will mobilize the evaluation and summary of the whole group, agree on the answers and report to the whole class. Next, the teacher will be the one to evaluate again the brain work results of each group and summarize. There are many ways to divide groups, you can divide groups by number of attendance, by color, by icon, by season, by favorite characters... The size of the group is large or small depending on the problem. However, groups of 4 to 8 people are best because the number of students is small enough to ensure that all students can participate actively. At the same time, the number is just large enough to ensure that the children are never short of ideas and have nothing to say.

Flowchart of the steps of applying group brain technology:



In teaching Vietnamese history, from 1858 to 1918 the most effective brain work, teachers should organize both individual brain work and group work. By defining a problem and first letting team members figure it out on their own, come up with a series of answers and then the whole group will reinforce and develop those ideas. The history of Vietnam from 1858 to 1918 in grade 11, high school, in the third part: "Vietnamese history from 1858 to 1918", is a continuation of the Vietnamese history program that students have studied. studied in grade 10. This is a historical period that holds a very important position in the nation's historical process: the end of the independent feudal period, and at the same time, the process of invasion. strategy and domination of the French in Vietnam. Studying Vietnamese history in this period, students also see the heroic spirit of resistance against foreign invaders, the main features of typical uprisings; colonial exploitation policy of the French colonialists and economic, cultural and social changes; revolutionary trends along the path of bourgeois democracy in our country in the early twentieth century and the first patriotic activities of Nguyen Ai Quoc.

3.2. Using brainstorming techniques in teaching Vietnamese history from 1858 to 1918

We conducted a survey in 10 high schools in Tuyen Quang province in the second semester of grade 11 (including 500 students and 20 teachers). The schools we investigated all had good academic traditions, experienced teachers, and students with a similar cognitive level. The form of survey survey is mainly direct form (through questionnaires, interviews, timekeeping, observation), then, based on the obtained results, the authors draw comments on the use of Brain technology in teaching Vietnamese history from 1858 to 1918 in high schools.

We asked some questions to find out about teachers' perceptions about applying brain technology in teaching history in high schools.

For the question: "Do you know about brain technique?". Out of 20 teachers, 14 teachers knew well (70%), 6 teachers had heard about this technique, accounting for 30%, and there was no teacher who didn't know anything about this technique. Thus, the majority of teachers have more or less understood and have an idea of brain technology. Moreover, all 20 teachers believe that brain technology can be applied to teaching Vietnamese history in high schools.

When asked: "How effective is the use of brain technique in teaching history?" Most teachers think that: stimulating students to participate in thinking, contribute ideas to solve common problems (at a very good level there are 15 teachers - 75%, at a good level there are 5 teachers - 35%). Most teachers affirmed that applying

brainstorming techniques will collect many ideas and assumptions about the problem in a short time, the learning atmosphere is always open and vibrant, and the community effect can be used. enjoy and maximize collective intelligence at two levels, good and very good. Teachers have seen the positive effects of applying brainstorming techniques in teaching history. However, besides that, applying this technique to teaching children faces difficulties, with 8 teachers saying that it can take a long time to choose the appropriate ideas (accounting for 40%), 8 teachers that some students may be too active, others passive (accounting for 40%); 4 teachers think that they can wander and go off topic (accounting for 20%).

For students, we use the following questionnaire:

Table 1

Question content	Result (Number)	Rate (%)
<i>Question 1: Do you love history?</i>		
A. I really like it	230	46
B. Like.	150	30
C. Normal	98	19.6
D. Disliked	22	4.4
<i>Question 2: What activities do you like in history class?</i>		
Listen to the teacher and take notes	225	45
Suggest a way to solve the problem yourself	150	30
Solve learning problems based on learned knowledge and practical understanding	125	25
<i>Question 3: Do your history teachers organize their teaching with brainstorming techniques?</i>		
A. Regularly	177	35.4
B. Sometimes	250	50
C. Never	73	14.6
<i>Question 4: In what form do you often get brainstorming techniques by teachers in teaching history?</i>		
A. Personal brainpower	130	26
B. Group brain work	150	30
C. Combination of individual brain work and group brain work.	220	44
<i>Question 5: How does it feel to be involved in brainstorming during history class?</i>		
A. Enjoy, understand and remember the lesson more	287	57.4
B. Not excited	43	8.6
C. Other opinions	170	34

From the survey results, it shows that students really want to learn history by new teaching methods and techniques, do not want to follow the path of "Teacher reads - students copy", does not stimulate thinking ability. , creative learners. Students still want to hear from the teacher, but through that, they also want to work towards solving learning problems based on learned knowledge and practical understanding.

4. CONCLUSIONS

4.1. Advantages of brainstorming techniques in teaching Vietnamese History from 1858 to 1918

Most of the history teachers are people with a high sense of professionalism, a spirit of overcoming difficulties, trying to rise up in their professional work. They are all aware that the need to innovate teaching methods is an important issue in Vietnamese education and all realize the advantages of using active techniques in teaching history.

Many teachers are interested in innovating teaching methods, learning some active teaching techniques and initially applying them in their subjects. Young teachers who are flexible, creative, have access to new knowledge and teaching methods, know how to apply new methods and measures to the teaching process, which have brought about objective results. This department also makes an important contribution to the application of modern teaching methods and techniques, having an approach to students, understanding their psychology to offer the most optimal measures.

Teachers have realized the important role of history subject in educating the young generation, educating moral qualities and forming a scientific worldview for students. They are aware of the necessity and role of applying manipulations and techniques in teaching knowledge to students in order to promote their positivity. They have researched and learned about teaching techniques and how to apply these techniques in teaching history. In history class, they want students to be proactive in absorbing and grasping knowledge, they have to do real work, brainstorm, think, search for answers, they have to stand firmly on the ground. Stance viewpoint. To accomplish this, using brainstorming techniques in teaching has a distinct advantage.

4.2. Limitations of brainstorming techniques in teaching Vietnamese history from 1858 to 1918

An existing fact in history teaching that we cannot deny is that the quality of many lessons is still ineffective. Many teachers do not have the consciousness to innovate teaching methods, still keep the traditional one-way transmission, are not interested in the skillful combination of different methods in the teaching process, do not know how to apply techniques. new to increase the activeness of students.

Many teachers still do not fully understand the concept of brainstorming techniques, when introduced to the names of teaching techniques, they are still quite unfamiliar to them. they do not want to change their teaching method: teacher read, student copy, passive. The application of teaching techniques is very little, making students even more disliked about history, just finishing learning without leaving any knowledge in their heads, creating a big gap in knowledge. The application of these new techniques is still difficult, with problems in classroom arrangement, preparation, time, etc., so they are not used regularly.

Many students still have love and interest in the subject, but due to some reasons such as unattractive class hours, having to spend time on other subjects that they consider to be the main subjects.. so the quality of learning is not really good. effective. They only feel real excitement when the teacher changes the way of teaching, gives them the opportunity to work more, gives their own views and opinions, but the teacher has not used this method of teaching often. . Therefore, they do not have the conditions to perform tasks fluently, or master the learning styles and research methods.

4.3. Cause of the situation

Modern teaching techniques are still quite new to Vietnamese teachers. Although they have been basically aware of techniques and their role in promoting student positivity, teachers are still a bit unfamiliar with these teaching techniques. In addition, some teachers are not enthusiastic about the profession, do not have a sense of responsibility to improve their own skills, and are afraid to use it. They see history as a subject that requires only remembering important events. The situation of vegetarian teaching is still popular when traditional teaching methods have taken root. The application of new techniques to promote the activeness of students in teaching history has not been set as a mandatory criterion for evaluating teachers' teaching hours to stimulate creativity, apply new Make the lesson come to life.

On the part of students, the majority of Vietnamese students still do not have the correct conception of the importance of history subject, the psychology of underestimating the subject is still common, without a high sense of self-discipline, they still learn by taking notes. teacher's lecture to answer the lesson. The process of acquiring knowledge is still passive, not actively participating in learning work. When the teacher assigns a task that requires all students to do it, but there are still students with the mentality of putting all the responsibility on a few students.

In addition, the direct direction and management of high schools in teaching history is not really close, the training of teachers in some universities is still weak in both knowledge and capacity. teaching. The provision of school facilities, materials and equipment is not good, the materials and methods, especially new techniques, have not been widely disseminated, where there is, and where there is no synchronization.

In summary, from the theoretical and practical basis of the use of technology in general and brain technology in particular in teaching history, has clearly confirmed the urgency to carry out this work. The technique of brain work, if carefully studied, applied and skillfully combined between methods and techniques, will be really effective to achieve the lesson objectives and improve the effectiveness of the lesson. Therefore, the application of teaching techniques is an effective measure to contribute to innovating teaching methods in high schools in order to promote the positivity and initiative of students and improve the effectiveness of historical lessons. history.

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