

Teaching Reform of “Vietnam Profile” Course

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Abstract: In the teaching of Vietnamese major, the course of “Vietnam profile” is an important cultural literacy course. Increasing regional and national knowledge helps to improve students’ international vision and cross-cultural communication ability, and also promotes the learning of other courses for Vietnamese majors. This paper discusses the current situation of the teaching of “Vietnam profile” course, and puts forward practical reform countermeasures for the existing problems in teaching, so as to innovate teaching ideas, change the teaching methods, and improve the quality of Vietnamese talents training.

Keywords: Vietnam Survey; Course; Teaching; Reform

In recent years, with the implementation of trade liberalization policy by China ASEAN countries, the bilateral economic and trade exchanges, especially between China and Vietnam, have become increasingly close. Enterprises and institutions need more and more Vietnamese talents with solid professional skills and excellent practical ability. In order to meet the market demand for talents, colleges and universities should continue to deepen the teaching reform and improve the teaching effect.

1. The current teaching of “Vietnam profile”

As an important cultural knowledge course for Vietnamese majors, “Vietnam profile” plays a promoting role in the study of other courses in this major. However, compared with other courses with practical skills such as audio-visual, reading and translation, this course has not received enough attention in the teaching. There are several problems in the teaching of “Vietnam profile” course.

1.1 Single teaching material

There are abundant materials about Vietnamese in the course of “Vietnam profile”, but there is a lack of special and systematic Chinese teaching materials and few reference materials about Chinese teaching. At present, some colleges and universities use the course of “Vietnam profile” or “introduction to Vietnam” as teaching materials, which are not a special teaching material, without systematic and organized teaching content, there are some deficiencies in teaching.

1.2 Less class hours

“Vietnam profile” course content is rich, but with less class hour in professional teaching. At present, the courses of “Vietnam profile” are offered for one semester and two class hours per week. The contradiction between rich courses content and less class hours has caused difficulties for teachers.

1.3 Single teaching method

Due to the limited class hours of “Vietnam profile”, the teachers should teach knowledge to the maximum extent in the

limited class time. In this regard, the teaching mode of giving priority to teachers and students' passive listening is often adopted. This teaching mode is not conducive to mobilizing students' learning enthusiasm, with moderate the teaching effect.

1.4 Single assessment method

At present, the examination method of "Vietnam profile" in colleges and universities is mainly written examination. However, the assessment method of "one roll for a thousand people" is not conducive to teachers' investigation of students' mastery of various aspects of Vietnam knowledge, analysis ability to Vietnam problems and measurement for their practical ability.

2. Teaching reform countermeasures of "Vietnam profile" course

2.1 Breaking the convention and actively organizing the course teaching

First, we should actively integrate the teaching content of "Vietnam profile" course, and distinguish the primary and secondary and appropriate details. The content of "Vietnam profile" covers history, geography, religious belief, culture and art, science and technology, economy, people's armed forces, foreign relations, Sino Vietnamese relations and other contents. The course is rich in knowledge and covers a wide range, so it is difficult to cover all aspects in the limited teaching time. Therefore, in teaching, teachers should select the chapters closely related to students' future learning as the key points. For example, religious belief, culture and art are mainly explained, and foreign relations and the people's armed forces are guided to learn independently. Taking the "introduction to Vietnam history" in the course as an example, the content involves the contents of the ancient history of Vietnam, the colony, the democratic republic and the unification of Vietnam. However, the boring teaching content can hardly stimulate students' interest in learning, especially the development history of a stranger country. Therefore, in the process of teaching, teachers should be appropriate for details, and do not need to cover all aspects, as long as the main historical events are highlighted.

Second, add interesting teaching content to the existing course content. In the classroom teaching, interesting legends, events and historical figures related to China can be added, and students' enthusiasm for learning can be increased with the content familiar and interested. For example, to introduce the legends related to the Xiong Wang, we can select some historical events related to our country, such as "Fubo general" Ma Yuannan's suppression of "two expeditions uprising" in the Eastern Han Dynasty and "Liu Yongfu's black flag army's resistance to France", so that students can learn the familiar knowledge with interest and confidence.

Third, supplement paper teaching materials. On the one hand, the book "Vietnam profile" is not a special teaching material, so there is a lack of after-school exercises matching with the content in the book, which is not conducive to review and consolidate the knowledge points of the chapters after class. Therefore, after teaching, teachers need to flexibly design related exercises to help students deepen what they have learned in class and better grasp knowledge points by filling in the blanks, choosing, discussing and situational questions and answers. On the other hand, it updates the lagging information in teaching materials. For example, the course involves the number of Vietnamese population, the name of the current national leader and other information content, which has lost timeliness, and teachers need to keep pace with the times, update information in a timely manner, and not be out of touch with the development of the times. New contents and data of Vietnam's economy and politics in recent years are added to the teaching.

2.2 Reforming teaching methods and means

First, we should actively use multimedia technology to assist teaching. There is a lack of corresponding pictures in the textbook of "Vietnam profile", so it is difficult for students to deeply understand some abstract theoretical knowledge. Only by using pictures, audio, video and other graphic forms, the boring and abstract theoretical content can be presented vividly and interestingly, so as to help students understand the content more intuitively, deepen the students' knowledge of teaching content, and significantly improve the teaching effect. At the same time, this modern information teaching method helps to stimulate students' interest in learning, so that students can change from passive listening to active learning, and use multimedia equipment and software to collect data to participate in learning.

Second, pay attention to the comparison of Chinese and Vietnamese culture in teaching. Generally speaking, the comparison teaching of Chinese and foreign languages is the most effective method in foreign language teaching. Language

and culture are closely related and interdependent. As China and Vietnam are close to each other, and there are many similarities between the two cultures in terms of historical development, it is easy for students to understand it, which is very helpful to learn Vietnamese with Chinese students. The cultural differences between the two countries have a profound impact on the effect of Vietnamese learning. For example, China and Vietnam have some of the same traditional festivals, such as the Spring Festival, the Dragon Boat Festival and the Mid Autumn Festival. However, different cultures of the two countries make festival customs different. Therefore, comparing the traditional festivals of the two countries can cultivate students' sensitivity to the cultural differences between China and Vietnam, and significantly improve their intercultural communication ability.

2.3 Cooperative learning to mobilize students' active participation

In the classroom teaching, the form of study group, division of work and cooperation, classroom demonstration is adopted to improve students' initiative and cultivate their creativity and writing ability. The teacher selects the content that students are interested in and divides it into several small topics, and guides students to collect relevant information through the Internet, so as to deepen their understanding of Vietnam's customs. Each group will show the topic in the form of PPT courseware, and other groups will score. Finally, the teacher will comment on the topic, and carry out in-depth expansion and supplement of relevant knowledge points. This kind of teaching method is helpful to cultivate students' initiative in learning and their ability of unity, cooperation and autonomous learning.

2.4 Reforming the way of course assessment

Due to the continuous development and progress of the times and society, the content of "Vietnam profile" cannot cover all the new information. Therefore, a variety of extracurricular activities can be used to make learning more vivid. For example, through the development of Sino Vietnamese knowledge competition, students' enthusiasm for learning professional knowledge is stimulated, and exchange meetings are held, so that Chinese and Vietnamese students can deeply understand the cultural differences in the exchange and interaction, and grow and progress together. The school can also invite excellent foreign teachers from Vietnam to teach in the school, carry out special lectures, and answer students' questions in the learning process and the confusion of cross-cultural communication, in order to significantly improve the effect of classroom teaching.

At the same time, we should actively reform the traditional course assessment methods, and formulate corresponding assessment methods according to the characteristics of the course, in order to objectively investigate students' learning attitude and effect by paying attention to their autonomous learning, extracurricular activities participation, monitoring and evaluation of knowledge application.

3. Conclusion

With the economic and trade relations between China and ASEAN, the exchanges between China and Vietnam are increasingly close. There is an urgent need for Vietnamese professionals to reform the teaching of "Vietnam profile", so as to improve students' initiative, cultivate their ability to find, and analyze and solve problems, as well as cultivate their cross-cultural communication ability. This paper analyzes the current teaching situation of "Vietnam profile", and puts forward the reform on the existing problems, in order to effectively improve the teaching effect, promote the humanistic quality of Vietnamese majors and international vision.

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