

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Traditional and Modern Method in Teaching Philosophy

Nguyen Quang Hoai Chau

Lecturer, Department of Political Theory, Tan Trao University, Tuyen Quang, Viet Nam

Abstract:

The current socio-economic development requires that education must innovate continuously, improving the quality of training, providing to creating high quality human resources to meet the needs of social development. Because of the characteristics of philosophy, the renewal of teaching and learning methods requires a combination of traditional teaching methods and modern teaching methods. This article addresses an amount of issues regarding the use of traditional teaching methods and modern teaching methods in philosophy teaching.

Keywords: *Philosophy, traditional teaching method, modern teaching method*

1. Introduction

The current socio-economic development poses a requirement for education to constantly innovate and improve the quality of training, contributing to the creation of high-quality human resources to meet the needs of social development. The 11th Party Congress clearly stated: 'fundamentally and comprehensively renovating education and training according to the development needs of society'. The strategy of education innovation and development has been gradually and widely deployed at all levels and disciplines with many different forms such as: renovating the content of training programs, methods and means of teaching. For universities, that is especially important, but one of the issues that higher education institutions pay great attention to is the innovation of teaching methods in general, and study political theory subjects, including philosophy in particular.

Due to the peculiarities of philosophy, the innovation of teaching and learning methods requires a combination of traditional teaching methods and modern teaching methods.

This article addresses some issues about the combined use of traditional methods and modern methods in teaching philosophy.

2. Content

2.1. Traditional Teaching Methods and Modern Teaching Methods

The term *method* is derived from the Greek word 'Methodos', which means the way, the way to reach a certain goal. In teaching theory, there are many different definitions of *teaching methods*. But it can be understood that the teaching method is the way, the way of working, the unified coordination between the teacher and the learner to achieve the teaching purpose.

Traditional teaching methods are familiar teaching methods maintained over many generations, including three groups of methods: group of verbal methods (presentation method, question and answer method, ...) visual method (observation method, illustration method, ...), group of practice methods (practice method, experimental method, ...). Basically, the traditional teaching method is the 'teacher-centered' method, which is the process of transmitting information from the teacher to the learner. The teacher is the person who presents or lectures; Learners are people who listen, remember, take notes and think along. The traditional teaching method attaches importance to the transmission of knowledge, so the content of the lesson according to this method is systematic and highly logical; Teachers can convey a variety of content knowledge to learners. However, 'due to being teacher-centered', this method has the disadvantage that it does not promote the positivity, initiative, and creative thinking ability of learners, making the class easy to be monotonous and sad and boring, heavy on theory, paying little attention to capacity building for learners. The requirements of the implementation of the traditional teaching method are: The teacher must prepare the lesson content carefully, systematically and logically, mainly through presentations and lectures to convey the knowledge to the learners.

Modern teaching methods are teaching methods in the direction of promoting the activeness, initiative and creativity of learners. This is a method towards activating the cognitive activities of learners, focusing on promoting the positivity, initiative and creativity of learners rather than focusing on promoting the activeness of teachers. There, the teacher plays the role of orientation and organization for learners to find and discover new knowledge by themselves. The teacher has the role of a referee, an advisor to control the course of the lesson. The teacher raises situations, stimulates interest, thinks and interprets opposing opinions of learners; thereby systematizing the issues, summarizing the lectures, and deepening the knowledge that needs to be mastered. The advantage of this method is to promote students' ability to think creatively, self-invent, and self-dominate knowledge; focus on practical skills, apply and solve practical problems,

attach importance to self-study and self-study; reduce presentations and lectures; strengthen the leadership, control, organization, handling of situations to make the class more exciting and attractive.

Some modern teaching methods commonly used in university teaching today are: - *Group teaching method* (also known as cooperative teaching method, in which students are divided into small groups). , within a certain period of time, groups perform assigned learning tasks on the basis of working cooperatively under the assignment and guidance of lecturers. In front of the class, the lecturer allows the groups to self-review, evaluate and critique each other, then the lecturer comments and summarizes); *Case study method* (the lecturer uses a true story or a story written based on common situations in life, or a video to lead and demonstrate a good problem). a number of issues to clarify the content of the lesson, from which students can self-reflect, evaluate and draw necessary conclusions); - *Problem raising method* (the lecturer poses students problems containing contradictions between the known and the unknown, puts students in problem situations, stimulates students to think for themselves, explore break to solve the problem to solve the content of the lesson); - *Project method* (the lecturer assigns students to perform a topic related to the learning task that requires a combination of theory and practice, in order to give students the ability to plan, implement implementation and evaluation of implementation results, on that basis to grasp both theoretical and practical knowledge).... The above methods, if organized and implemented effectively, will promote good creative thinking ability, positivity, responsibility; develop students' ability to work collaboratively, approach and solve problems, and communicate...

Requirements of modern teaching methods: lecturers must have a wide knowledge base, prepare lectures carefully, organize and design teaching hours with a smooth coordination between lecturer's activities and students' activities in order to achieve the lesson objectives. Lecturers must research to design 'scenario', pose problem situations, topics to be solved related to learning tasks to assign work to students. At the same time, the lecturer must be very flexible and skillful in leading and solving the posed situations. Along with that, students prepare well at home so that they can quickly participate, be ready to perform the learning tasks organized by the lecturer, and must boldly and confidently express their opinions and views.

2.2. The Need to Combine Transmission Methods Traditional and Modern in Teaching Philosophy

Philosophy has developed through many different stages and culminated in the Marxist-Leninist philosophy. Marxist-Leninist philosophy is a theoretical and abstract science that requires students to be able to abstract and generalize, not only to understand but also to understand and be able to apply it into all aspects of life. Therefore, through teaching philosophical content, teachers must help students understand philosophical knowledge and at the same time know how to apply that knowledge to their own life and professional work in the future. On the other hand, through studying philosophy, lecturers need to help students form strong political will, scientific thinking and necessary competencies in practical activities.

However, at present, the teaching of philosophy is still facing many difficulties, has not really promoted its effectiveness, has not brought into play the positivity, initiative, self-discipline, enthusiasm of students, has not made Students are really interested in the subject. The reasons for the above situation are:

Firstly, due to the peculiarity of philosophy, which is an abstract theoretical science, it is a system of people's most common views about the world, and about man's position in that world. If the specific sciences are limited to the study of a certain area of the world, such as: Mathematics, Chemistry, Physics, Biology, Psychology, Sociology, Logic, Politics, Economics philosophy... then Philosophy reflects the world at a general and abstract level, creating a system of the most common views about the world as a whole. Because philosophical knowledge is general and abstract, it requires inference and logical thinking to understand it, so students are often afraid and have certain difficulties when approaching philosophy.

Second, students are not fully and scientifically prepared for studying philosophy. This is one of the reasons why it is difficult to propagate and teach philosophy. Professor Nguyen CanhToan once affirmed that the current situation of teaching and learning philosophy is like bringing good seeds to an 'unprepared' field. Philosophy is a difficult subject, but students from high school to university have not been fully and scientifically prepared for studying this subject. Meanwhile, other subjects have more or less prepared from low to high in high school. In addition, in general, students have bad psychology when coming to the subject, not interested in the subject; some students come to class just to 'take attendance' but do not have a sense of self-discipline to research and explore

Third, due to the teaching method, many times, due to pressure on content, lecturers are mainly interested in imparting knowledge and pay little attention to the use of teaching methods. The popular method used in teaching philosophy is still the presentation method combined with the question and answer method. That makes students psychologically consider the subject as 'dry', 'academic', with little practical value; each class passed in a heavy, stressful way with a large amount of knowledge and abstraction.

Of the three basic causes above, the third cause can be said to be the most important, but it can also be overcome. Therefore, in order to innovate and improve the quality of philosophy teaching, to make students have a positive mentality towards the subject, gradually become interested and love the subject, there is no other way than each teacher renewing teaching methods, linking theory with practice in order to promote students' positivity, self-discipline and creativity.

Starting from the practice of teaching philosophy, on the basis of clearly seeing the advantages and limitations of traditional teaching methods and modern teaching methods, in order to improve the effectiveness of philosophy teaching and learning in schools. Universities and colleges require a combination of traditional teaching methods and modern teaching methods. Due to the peculiarities of philosophy, the traditional teaching method cannot be ignored because it provides knowledge to students in a systematic and logical manner. However, if only using traditional teaching methods, it will make the teaching process become a one-way transmission process, failing to promote students' creative thinking

capacity, making the lecture become more interesting and less monotonous, to create interest and enthusiasm of learners. However, if only using modern teaching methods and ignoring traditional teaching methods, it will make the lecture unsystematic, making it difficult for students to grasp the overview and logic of the problem, limiting their thinking, students' reasoning and fail to achieve the lesson and subject objectives. Therefore, in teaching philosophy requires a skillful combination between traditional teaching methods and modern teaching methods, making the lesson content both systematic and logical. It can promote the positivity, initiative and self-discipline of students, make students interested in the subject, make the lesson more exciting and effective.

2.3. Some Notes When Combining Traditional and Modern Methods in Teaching Philosophy

2.3.1. Combining Traditional Methods with Group Teaching Methods

Because philosophical knowledge is abstract, when using the group teaching method, it requires teachers to be well-prepared to orient and guide students so that through group activities, students can initially explore philosophical knowledge. For each issue raised for group discussion, the lecturer needs to give a lecture so that the lecturer can initially have an overview of the lesson, generalize the knowledge content of the lesson, and the position of the lesson in the relationship. Correlation with previous lessons... then design clear and specific questions to lead students to reason logically, in the right direction, with focus, and grasp the main content of the discussion. To avoid the situation, lecturers ask groups of students to read and research a certain item in the textbook themselves without asking questions to guide students to explore and make inferences so that students can finish reading the textbook. I don't understand anything, I don't know what I need to understand, I don't see any problems... After the groups present the prepared content, the lecturer will organize the groups to comment, critique each other and act as an arbitrator to conclude the problem and draw out the content that students need to understand.

2.3.2. Combining Traditional Methods with Case Study Methods

During the teaching process, along with the presentation and question-and-answer method, the lecturer can use a true story or a story written based on common situations in life, or a video to lead, lead, demonstrate and clarify the content of the lesson. Because philosophical knowledge is highly general, the story and video selected by the lecturer to be included in the lecture must be typical, show the philosophy, have content related to philosophical knowledge, have can illustrate philosophical knowledge. Avoiding the situation of choosing particular stories, the content is not general, it will reduce the philosophy and may cause students to misunderstand the content of the lesson. On the basis of the story given by the lecturer, the lecturer needs to lead, provoke, and ask questions for students to reflect, evaluate and draw necessary conclusions.

2.3.3. Combining Traditional Methods with Problem-Solving Methods

The problem-solving method is a method often used by lecturers in combination with the presentation method. To be able to use the problem-solving method effectively, it requires teachers to have an overview of the subject, relationships and logic between lessons, as well as between units of knowledge in the lesson. From there, the lecturer poses problems containing contradictions between the known and the unknown to put students in problematic situations that arise in students' questions, questions, and stimulate students. self-thinking, exploring to solve problems to solve the lesson content. Putting students in a problem situation requires the teacher to present and lead logically and in the right direction, avoiding rambling, making it difficult for students to detect the problem that needs to be solved.

2.3.4. Combining Traditional Methods with Traditional Methods Project

The function of philosophy is the worldview function and the methodological function. The purpose of studying philosophy is to equip students with an understanding of the world and a scientific methodology to improve efficiency in perception and practical activities. Philosophy is always associated with practice and the study of philosophy is to serve practice. Through studying philosophy, teachers need to form for students the ability to recognize, evaluate, deploy and solve problems arising in real life. Therefore, the teaching of philosophy must be associated with practice, away from general theory, abstraction, away from practice, lack of cohesion with practice. Through each lesson, teachers must show students the real color and practical value of philosophical knowledge. And the use of project method in teaching philosophy is of great significance, helping students to link theory with practice, be able to plan, implement, evaluate implementation results and understand. knowledge both theoretically and practically. To use this method requires teachers to have practical understanding and regularity in the colorful movement of practice. From there, the teacher selects and assigns groups of students to learn topics that are directly related to the subject content. In the process of student implementation, the teacher will be the 'advisor', orientation and support when necessary. After students complete the topic, the teacher will be the one to evaluate, summarize and draw experiences to help students not only grasp the knowledge but more importantly, form the necessary competencies for cognitive and practical activities.

3. Conclusion

Renovating teaching methods in general and teaching philosophy in universities and colleges in particular is an urgent requirement to improve teaching quality and meet social needs. However, each traditional or modern teaching method also has certain advantages and limitations, no method is universal. The point here is that innovation does not mean eliminating traditional teaching methods, but rather improving them to improve their effectiveness and limit their weaknesses, especially in teaching theoretical subjects.

Nowadays, with the strong development of science and technology, modern teaching means are increasingly widely used in teaching, but that cannot replace the role and function of the teacher that it is. only has the effect of reducing their labor force and increasing their teaching and educational capacity. The teacher is not only a bridge to help students come to scientific knowledge, but also helps students have a scientific worldview, ideals, correct beliefs, arouse and foster students with good moral qualities, energy, and good morals, creative power of a citizen. Teachers in modern education must be the initiator, design content and select and use appropriate teaching methods to develop students' creative thinking ability, help students know how to learn, how self-training to form the necessary competencies.

That sets out for each teacher to constantly cultivate and study to improve their professional and professional qualifications, form creative capacity and adaptability to change. This is one of the key competencies that are very necessary for people in general and teachers in particular today. This capacity helps teachers to creatively apply teaching contents and methods in their lectures, to regularly innovate teaching methods, to regularly update modern knowledge and to update their teaching skills effectively applies such knowledge in teaching in order to improve the quality of teaching and meet the development needs of society.

4. Acknowledgement

This research is funded by Tan Trao University in Yen Son District, Tuyen Quang Province, Vietnam.

5. References

- i. Phung Van Bo (editor, 2001). Some issues on teaching methods and philosophical research. Education Publishing House.
- ii. C. Marx - Engels (1995). Full set. National Political Publishing House.
- iii. Nguyen Thanh Son (2015). Developing learners' capacity to meet social requirements at Vietnamese universities, Science and Education Newsletter.
- iv. V.I. Lenin (1977). Philosophical pen. National Political Publishing House - Truth.
- v. Nguyen Nhu Hai (2006). Philosophy - Research and teaching issues. Pedagogical University Publishing House.
- vi. Dang Thanh Hung (2002). Modern teaching - Theory, methods and techniques. Hanoi National University Publishing House.
- vii. Ministry of Education and Training (2008). Some issues on educational management and higher teaching theory (Documents for internal circulation).
- viii. Phung Van Bo (editor, 2001). Some issues on teaching and research methods of Philosophy. Education Publishing House. [2] Ministry of Education and Training (2006). Higher Education (Internal circulation document).
- ix. Phan Trong Ngo (2000). Visual problems in teaching. National University Publishing House.
- x. Phan Trong Ngo (2011). Philosophical and psychological basis of innovation in teaching methods in high schools. Pedagogical University Publishing House.
- xi. Tran Thi Tuyet Oanh (editor, 2015). School education. Pedagogical University Publishing House.