
Developing a Core Value System - Foundation for Critical and Comprehensive Innovation of Vietnam's Education



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ABSTRACT: Values and value systems are always hidden in the process of construction, existence, and development of all organizations at all levels and sizes. The education system also operates by the relationships and operating mechanisms of internal and external organizations, so each educational system always has a core value system, whether declared or not. This article applies the method of document research along with comments from long-term working experience in the education industry. Some findings show that Vietnam is in need of a value system that is both traditional and modern in order to adapt to the requirements of educational innovation and to meet international integration. In addition, more in-depth studies on both theory and application are needed to make accurate conclusions and policy judgments for an entire education system.

KEYWORDS: core value, organizational value, Vietnam education,

INTRODUCTION

In a school or educational institution, values are fundamental to both the thinking and the execution of educational activities. To begin with, schools and their instructors are the most powerful transmitters of values and influence, and they build and preserve values for each school in collaboration with families, the media, and relationships. persons and groups in the social sphere (Nguyen & Nguyen 1995).

Social values are reflected and transmitted in schools. Schools or educational institutions exist to educate societal principles while also attempting to influence and promote their own values through education. The values, however, are not uniform and are not immutable. Many social groups have legal obligations in the educational process, including parent organizations, legislators, local communities, industrial leaders, and teachers and students, and each group has different political, economic, cultural, ideological, and religious values. Interest groups' expectations frequently clash, and schools may become battlegrounds for groups with varying value priorities based on power and position. Education ideals and school organization values are inextricably related. The organization, activities, laws, and relationships between instructors and students all reflect the school's beliefs.

Organizations, particularly educational institutions, usually have reasons to exist and contribute to the overall functioning of society on a greater or smaller scale than their business. If such is the case, then organizations are always leading, or are frequently perceived as supplying values for people, groups, or society, what values come from inside the organizations themselves. Is there a group that gives values that the organization does not? What effect does this have on the audience? Is the organization's behavior consistent with its ideals (Charles A. O'Reilly, 2000)?

Is the value unchangeable? Change when? The values are the same, but their meaning and purpose in the organization differ depending on the organizational structure, time, industry, or cultural situation.

Employees, managers at all levels of the business, or leaders will be the implementers if organizations are compelled to modify their values. Everyone in a business must carry out their responsibilities, but the leader must be at the forefront of the process and see it through when new ideals are developed and the organization improves. more attractive with new principles that everyone works together to create and promote (Barrett, 2006).

In the process of developing a country in general, or a certain socio-economic context, it can be said that in the course of establishing a country in general or a specific socioeconomic setting, there is always a difference in the degree of responsiveness between components, which leads to conflict or community. One sector's interests or requirements must match the demands of another. Similarly, it might be

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claimed that Vietnam's education sector has not yet completely satisfied the aspirations of a studious nation. Recognizing the overall situation and offering thinking directions for inventive action is therefore critical in today's schooling.

Common difficulties in Vietnamese education

Education in Vietnam (Pham, 2010), as in other developing nations, faces a number of challenges that must be addressed, including insufficient or inefficient funding, a shortage of instructors, and a lack of schools. The expense of attending school, the incidence of illiteracy and re-illiteracy, and the degree of application of basic knowledge in life, the failure of higher education and vocational training institutions to keep up with demand, and many other specific issues.

However, there is need for improvement in Vietnamese education. Economists frequently study the association between economic growth and education¹ by prioritizing resources for which human resources serve the growth aim if expanding swiftly (or according to the situational solution) economy. The main issue is determining which solution or direction, whose challenge, will be the driving force in promoting fundamental and complete change (maybe even more sustainable) in Vietnam's education in the current setting. After all, the value system toward which aspirations are geared is at the heart of all difficulties.

METHOD

This study uses the method of document research, mainly documents mentioning the need for fundamental and comprehensive reform of Vietnamese education, paying particular attention to aspects of the core value system that can be and will dominate Vietnamese education now and in the future. In addition, the opinions and judgments given in this article are based on the author's experience with the core issues and core values that the education system should have. In summary, the method of document research combined with the way of thinking of the authors to provide information for this article.

RESULTS

The organization's value system and its role

Up to now, the issue of value has been found in many fields such as philosophy, psychology, sociology, economics, education, etc., and the value system is becoming an effective tool of organizations. redefine capacity, find direction to strive for development. From an organizational perspective, values are enduring and important beliefs or ideas shared by members of a cultural background or form about what is good or desirable. Values go beyond the primary influences of individual attitudes and serve as overarching guides for members in all situations. Or values (Nguyen, 2009) are some basic and enduring principles and beliefs that guide work, behavior, relationships, and decision making. They are what the organization strives to pursue, even as the external environment changes.

There are many aspects that scientists describe the meaning of each value system, but all have the four most core roles, which are: (1) the foundation of individual attitudes and behaviors; (2) the pivot of the middle organization focusing on core core competencies; (3) the basis for mutual supervision within the organization; and (4) the basis for selecting the right person for the right job.

The generalization for all success is that any field that wants to have the motivation to develop the best available capabilities needs to have a common core value system and the orientation of each individual also aims at the goals. particular core values in harmony with particular values as well as individual values. And education must take the lead in this regard.

Thus, as a country in the context of globalization and integration, Vietnamese education is influenced by many factors, including postmodern philosophy. Therefore, in order to build a good value system, Vietnamese education needs to be placed in this line of thought.

Some instances of values and postmodern philosophy

Postmodernity, also known as postmodernism (Burbules, 2010) is a term used by philosophers, sociologists, and art critics to describe discussions about aspects of modern artistic, cultural, economic, and social conditions that shaped human life in the late twentieth and early twenty-first centuries, with basic characteristics such as globalization, consumerism, power dispersion, and the ever-easier dissemination of knowledge. This notion has also had an impact on the subject of education.

Despite its diversity, the important notion in understanding postmodern education is the propensity to constructivism (constructivism), with the core assumption that all information is creation or "formation" in human intellect. As current scientists have stated, knowledge is no longer a discovery. In other words, what professors teach and what pupils learn are just man-made and do not entirely correlate to "reality." Human-generated information, concepts, and language, for example, are not genuinely available because they are beneficial

¹ Economists define three growth goals associated with three levels of income: (1) by basic factors (exploitation of nature)—low income; (2) export-oriented (engineering and technology)—middle income; and (3) creativity (high science level)—high income, which correspond to the three priorities: primary education, general and vocational education, and higher education, which also serves as a foundation for them to define patterns of human resource structure in different economies.

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to people. Reality exists objectively, but humans see and conduct the process of abstract thinking about it in various forms—this is human creativity.

This way of thinking is propelling forward-thinking educational initiatives, and several research have shown the qualities that today's education must instill in order to realize:

- **fight for diversity**-protect, not change, existing values, tastes, and ways of life of subcultures in society.
- **Equality** - in postmodern ideology, equality means equality in capacity relationships.
- **Tolerance and freedom**-tolerance take on a new meaning: more clearly, never denying or criticizing differences. Freedom for cultures, communities, and individuals to express themselves.
- **The importance of creativity**—the creativity associated with postmodernism—emphasizes the creation of knowledge and diversity. Stimulating and affirming creativity from students is very important in developing knowledge and values, especially if diverse perspectives and opinions are encouraged.
- **The Importance of Emotions:** Affirmation of emotion is associated with its important place in self-esteem. It is believed that the child's emotions are challenged at any time and that in this state (even selfish hatred or jealousy), the child will be emotionally deviated or not depending on the way the teacher is raised.
- **Intuitive importance:** Intuitive benefits are important because rational thinking has lost its power as a tool to thwart new ideas. Modernism tends to suppress intuition and the feeling that, according to postmodernism, legitimacy is more important than rationality.

In addition to the universally important values that postmodernists believe should be practiced, there are also a number of examples of more specific core values that educational institutions (Nguyen, 2010) should aim to:

For general education:

- Safe environment
- High Quality
- Equal
- The best class.
- Respect

For higher education,

- national or international leading position.
- High Quality
- Excellent
- Equal
- Dynamic
- Academic freedom
- Connect with businesses and communities.
- Responsibility

From the ideology of the times, identifying the causes behind the successes of mankind as established values, it is possible to imagine a core value system as a driving force for the development of the whole industry.

Outline a model system of core values.

If we consider the value system in terms of a simple process consisting of three stages: construction, establishment, and development, then each stage is not simple for any system or field, but it is not the case that we cannot do it. Vietnam has a lot of experience in value education, but the value system common to the whole industry has not been codified for widespread application. Moreover, the value system for the whole industry and each field in the education system, such as high school, university, etc., have been implemented by advanced countries. Therefore, if it finds out the advantages of the following country, Vietnam will "cleanse and clear" from the values that bring success to the education of other countries, thereby pointing out the fundamental values. from many different ideologies to have the most accurate system. To indicate each specific value requires elaborate studies; however, it can initially be generalized as the following, the value system model of the Vietnamese education sector should have (1) a value system for the whole sector; (2) the value system of general education; (3) the value system of vocational education; and (4) value systems for higher education. This is the basis for each school to build its own value system that must be consistent with the common value system.

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CONCLUSION

Value is a concept with systematic terminology close to meaning, and there is much debate around these terms, both in terms of theory and practical application. Values always exist objectively; it is only when the organization wants to define or adhere to certain values that those values are applied and attached to each activity of the organization until no longer needed. necessary anymore. Values and value systems are common and closely associated with the lives of each individual and organization, not only today but also historically. They have been applied at different levels in the past and certainly are still things people will aim for and achieve in the future. Values are always important and increasingly important for educational institutions because the nature of these organizations is to transmit values through a specific process of operation to form those values in the people. learner's way. Therefore, there is nothing better than the school itself embodying the values that the school itself wishes to form in students. This is not an example but also proves that the school exists honestly with the right values that it has, even though the values of individuals in the school community and the values of the school community are not exactly the same. must be at least the pride of every member.

In short, radical and comprehensive change is an urgent desire in terms of education policy in Vietnam today. Meeting this requirement requires not only changing economic policies to quickly bring about better material conditions but also building, establishing, and developing an appropriate value system that will ensure sustainable development for the entire industry and, more importantly, each of its components with true values.

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