

Integrated teaching History and Geography in pedagogical universities to meet requirements for education innovation in VietNam

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Abstract:

The paper focuses on the ability and feasibility of integrated teaching History and Geography in higher education program. Furthermore, it aims to research integrated teaching History and Geography with help of information technology and communications, while studying several measures to improve the quality of integrated teaching History and Geography at pedagogical universities to meet the needs of innovation in education in Vietnam.

Keywords: History, Geography, integrated teaching, education innovation.

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I. Introduction

The viewpoint of integrated teaching focuses on the development of learners' competencies, helping them to gain access to knowledge of relevant subjects, and supporting them in dealing with practical issues using interdisciplinary knowledge. Thus, innovating teaching under the integrated approach is one of the strategic solutions contributing to the fundamental and comprehensive reform of education in Vietnam. In the new general education program at junior high schools, History and Geography are not separated subjects, but the one called: History and Geography. The viewpoint of building the program as above has shown a change in the direction of integrated teaching. Therefore, training teachers of education universities needs to be changed in the direction of integrated teaching to meet requirements of the new general universal education curriculum and the industrial revolution 4.0 at current time.

II. Material and methods

The methodological approaches adopted for our investigation are the systematic approach, real approach, and technological approach. The systematic approach is applied when the relationship between teaching targets with teaching contents, methods, teaching aids, as well as forms of testing and evaluating in the integrated teaching process of History and Geography in the universities of education is analyzed. The reality approach that requires the research of integrated teaching in History and Geography at universities must come from the reality of innovating integrated teaching at high schools. The technological approach considers the teaching process as a technological process, consisting of 3 parts: input, output and the process of impact. Primary data is gathered through a survey on 4 training institutions in the Northern mountainous region. We classified, compared the objectives, output standards, content structure, innovation of training methods, and teaching plans. Besides, collection of data from training of History and Geography pedagogical students and retraining junior high schools History and Geography teachers last five years, the project's Geography core Teacher Training Program (ETEP), the opinions of experts on geography education and teacher training curriculum, etc. are considered.

III. Result

1. Integrated teaching History - Geography

Integrated teaching encourages students to develop the ability to employ interdisciplinary knowledge and skills to effectively solve problems raising in studies and in life; and is implemented in the process of knowledge acquisition and training skills.

Integrated teaching is the contribution and linkage of two or more subjects to study and tackle a situation in order to form students' necessary abilities through which students develop necessary competencies. Integrated teaching makes clear connections among subjects [5],[7].

In the new universal education curriculum, History and Geography are not separate subjects but developed into one subject: History and Geography. Teaching History and Geography Curriculum at junior high

schools will show three levels of integration content: internal integration (in each content of History and Geography); integrating History content in the appropriate sections of Geography and integrating Geography content in the appropriate sections of History; and especially the integration of interdisciplinary knowledge of History and Geography that forms a mutual theme (Ministry of Education and Training, 2018) [1],[2].

To meet the new universal education curriculum as above, training programs of education universities must be set up in these two directions as below:

- The first direction: Develop training programs for high school teachers to teach integrated history and geography.

This program is for teachers of History and Geography who are teaching at high schools. Most of teachers at high schools are trained in single History or Geography while some others are trained in multiple subjects of Geography – History. When they come to work at high schools; however, they are only assigned to teach one subject, so their knowledge of the other subject has been forgotten. Therefore, they need to be fostered with their knowledge of History and Geography. In addition, it is necessary to promote them with their capacity to evaluate subject curriculum, design integrated lessons in topics; integrated teaching method; capacity to test and evaluate the integrated contents of History and Geography.

Refresher training should be organized for all teachers so that they can be directly taught by pedagogical experts, it is not advisable to organize stratified training (It means only key teachers are trained, then teach to other teachers) to ensure that all teachers have access to and practice in the right direction of integrated teaching.

The training should be done as soon as possible to ensure the implementation of teaching the subject of History and Geography in the

- The second direction: Develop a training program for teachers of History - Geography with specific enrollment codes.

According to the roadmap, the implementation of teaching the History and Geography subject at junior high schools will be deployed across Vietnam in the 2022– 2023 academic school year. However, this subject has not been yet offered in most of the pedagogical universities to meet the new educational program's needs of changing.

From the above situation, the education universities need to urgently build the History - Geography teachers training program with the specific enrollment code to meet the long-term human resource supply. The training program should focus on forming and developing capacity for pedagogical students. The program needs to renew its approach from knowledge objectives to learners' capacity development goals in order to form and develop learners' ability that enable them to self-study and self-study; integrated teaching capacity; capacity to cooperate [6].

The innovation should be done synchronously, from goals to contents; methods; organizational form of teaching; organizational form of examination and evaluation towards student capacity development. Forms of teaching organization for pedagogical students should be diversified, practicing hours should be added at high schools.

2. The integrated History and Geography teaching capabilities in universities of education that meet educational innovation's requirements

2.1. Content systems enable integrating interdisciplinary in History and Geography programs at universities of Education

With the characteristics of the History and Geography program in the current pedagogical universities, the integrated teaching of Geography and History is the connection between the knowledge and skills of the two subjects in the teaching process. Integration can be applied in the following way: integrating content of History into appropriate sections of Geography and integrating content of Geography into appropriate sections of History to create the best interaction between the knowledge of the two subdivisions. The second possibility is to form common themes. Levels of integrating teaching History and Geography are relevant integration, partial integration, or full integration. In addition, in the process of integrating History and Geography, attention should be paid to experiential learning, to promote students learning actively.

The most obvious advantage of History and Geography integrated teaching is developing the capacity of the students as they must have an effective mobilization of knowledge and ability to solve practical situations in social science. Secondly, it is to take advantage of the experience of students because it is attached to the real context and the needs of students, which has created the activeness and responsibility of students. Thirdly, integrated teaching method establishes the relationships between the knowledge, skills and learning methods of History and Geography. Fourthly, it helps streamlining the knowledge, avoiding repetition of content in the History and Geography subjects in high school [2],[8].

With the development of the 4.0 industrial revolution 4.0, in the process of integrating History and Geography teaching, there are vital needs to diversify integrated teaching activities, actively apply information and communication technologies in integrated teaching.

Thereby, the authors propose contents capable of interdisciplinary integration in History and Geography programs in pedagogical universities with three levels (contact integration, departmental integration, integration whole) as follows:

Table no1: Interdisciplinary integration in History and Geography in pedagogical universities

No.	Content of Geography	Content of History	Level
1	Waves, tides, sea currents (General Natural Geography Course)	Thousands of years belonged to a Northern country to thousands of years of independence (Historical Vietnamese Historical Course - Middle Ages)	Partially integrated
2	Roles, characteristics, factors affecting the development and distribution of agriculture (General Socioeconomics Course)	Prehistoric Vietnam (Historical Vietnamese-Medieval Course)	Relevantly integrated
3	Environment and natural resources. Sustainable Development (General Socioeconomics Course)	From the situation of being dependent and divided to an independent, united and innovated Vietnam (General course of Vietnamese history)	Relevantly integrated
4	Geography of the transportation sector (General Socioeconomics Course)	Modern industrial civilization (Modern World History Course)	Relevantly integrated
5	Using maps (Map module)	From the situation of being dependent and divided to an independent, united and innovated Vietnam (General course of Vietnamese history)	Partially integrated
6	Globalization and economic integration (World Socio-Economic Module)	Socio-economic development of Vietnam (from 1975 up to now) (Modern Vietnam History Course) - Vietnamese Diplomacy: From Tradition to Modern (Vietnamese Diplomatic History module)	Relevantly integrated
7	Regional geography and nations: - The USA - China - Southeast Asia (World Socio-Economic Module)	The USA (from 1945 up to now) China (from 1949 up to now) ASEAN milestones (Modern World History Course)	Partially integrated Fully integrated
8	Economic development and security and defense in the Eastern Sea and islands (Vietnam Geography Course, Vietnam Socio-Economic Geography)	The Eastern Sea: From tradition to modern (Modern Vietnam History Course)	Fully integrated
9	Economic restructuring (Vietnam Socio-Economic Geography Module)	The renovation process of Vietnam (from 1986 up to now) (Modern Vietnam History Course)	Partially integrated
10	Vietnamese people's geography (Vietnam Socio-Economic Geography Module)	Ethnic minorities of Vietnam (General course of Vietnamese history)	Fully integrated

2.2. Proposes of topics of integrating History and Geography teaching at universities of Education

The development of integrated teaching topics in History and Geography will help students enrich, improve their knowledge and abilities to solve practical social problems, meeting the new universal education program. After researching the History and Geography program in the universities of Education, the History and Geography program (the new universal education curriculum at junior high schools), the authors propose some of the teaching topics of integrated teaching in accordance with History and Geography program as follows:

- + The great geographic innovations
- + Urbanization: History and present situation
- + Civilization in the Red River and Mekong River deltas
- + Protecting the sovereignty of Vietnamese sea and islands.
- + Globalization and regionalization.
- + Vietnam on the road of innovation and integration.
- + Religions and beliefs in Vietnam.

Integrated topics of History and Geography can be implemented through experiential activities such as games, competition, plays, field visits, etc. to develop, enhance the students' potential, at the same time promoting their active and creative roles.

In sync with the integrated teaching of History and Geography in universities of education, integrated teaching methods should be applied. For example, the method of raising and solving problems, methods of discussing in groups.... In addition, the assessment process also needs to be innovated. It is important to value the ability to apply knowledge of history - geography of learners in solving problems associated with reality, connected with the present, and creating opportunities for students to develop their capacity of creativity [1],[4].

For example, when teaching integrated thematic lessons for the protection of Vietnam's sovereignty over islands, lecturers (teachers) can apply the teaching method of experience in tours and field trips to promote the activeness and creativity of people. study as follows:

Name of the field survey: Journey back to Bach Dang Giang relic

The field survey offer students to visit Bach Dang Giang relic in Trang Kenh village, Minh Duc town in Hai Phong province. In Bach Dang Giang relic, in addition to the a large-scale complex of religious and artistic buildings, with spacious architecture, there is the Bach Dang estuary area - the sea view overlooking The Gulf of Tonkin is an important road from the East Sea to our inland. This is a special place associated with two naval battles against the famous invaders in Vietnam history, the battle of the Bach Dang River in 938 led by Ngo Quyen defeated the Nam Han army and the battle on Bach Dang River. in 1288 led by Hung Dao Vuong Tran Quoc Tuan defeated the Nguyen Mong army. The victory on the Bach Dang River in 938 and 1288 have great significance in the history of Vietnamese military, and also prove the understanding and attachment of the Vietnamese people to the maritime waters since a long time.

Target:

- Students will experience the historical place of Bach Dang Giang, thereby enhancing the practical knowledge of exploiting the sea of our people in protecting national sovereignty.
- To develop students' skills such as communication skills, listening skills and expressing ideas and skills to present thoughts, ideas, writing skills, photography skills, cooperative skills, team work, decision-making skills and problem solving.
- To foster the nation's traditions: the patriotic tradition, the tradition of solidarity and love with the homeland island for the students.
- To make students love and be more interested in the specialized History and Geography.

Objectives: Students majoring in History and Geography.

Time: one day

Content of the survey: Teachers divide the class into groups corresponding to studying the following contents:

- Group 1: Studying the geographical location Bach Dang Giang relic. The product is a diagram of the location of Bach Dang in the Northern region, presenting the meaning of the landmark of Bach Dang estuary and a propaganda picture about the protection of the homeland island.
- Group 2: Studying the victory on the Bach Dang River in 938. The product is a mind map of the battle on the Bach Dang River in 938.
- Group 3: Studying the victory on Bach Dang River in 1288. The product is an acting scenario about the victory of Bach Dang in 1288.
- Group 4: Pedagogical student with the protection of homeland's seas and islands. The product that needs to be achieved is a video of a self-recording student demonstrating the contribution of students to the protection of their homeland's seas and islands.

Organization:

Groups of students after being disseminated their duties at home will be experienced at places in bach Dang Giang Relic such as piles on Bach Dang River, Bach Dang museum area, temple complex worshiping Bach Dang Giang (including Trang Kenh Vong, worshiping Le Dai Hanh, Linh From Trang Kenh worshiping Hung Dao Vuong Tran Quoc Tuan, Bach Dang Giang worshiping Ngo Quyen and temple of President Ho Chi Minh). Students need to observe places; use compass to determine the place on the field to draw on the drawing; take photos of the content related to the tasks; interview guides, management boards, local people; and shoot video segments for learning tasks...

After the field survey, teachers need to hold 1 or 2 classes so that students could make reports on their group's products.

Evaluation of the survey: Evaluating students in the implementation of experience tasks based on the products of the groups. Teachers not only evaluate the content of knowledge, but also the creativity, aesthetics, acting and presentation ability of the students.

Table no 2: Suggestions for evaluating the experiential activity: Journey back to the Bach Dang Giang relic

Experiential activity's contents	Experiential activity's objectives	Experiential activity's products	Evaluation Criteria
Learning the geographical position of Bach Dang Giang	<ul style="list-style-type: none"> - Determine on the diagram of the Bach Dang estuary's location. - Presenting the meanings of the landmark of Bach Dang estuary 	<ul style="list-style-type: none"> - Schema of Bach Dang's location in Bac Bo region on A1 paper. - The propaganda picture of the homeland's seas and island. 	<ul style="list-style-type: none"> - Schema must ensure accuracy, intuitive, aesthetic.. - The picture must show the propaganda content to protect the homeland's seas and islands .-The picture must ensure aesthetic and intuitive.

			- Persuasive presentation must be correct and excellent
Learning the victory on the Bach Dang River in 938	Mastering the context, happenings, results and historical significance of the battle of Bach Dang in 938.	Mind map of the battle on the Bach Dang River in 938.	- Diagram must ensure accuracy, science, and be systematic. - Diagram must ensure visual and aesthetic. -Presenting must be proper, good, clear.
Learning the victory on the Bach Dang River in 1288	Understand the context, happenings, results and historical significance of the Bach Dang battle in 1288.	Acting script about the victory of Bach Dang in 1288.	- The script's content shows the context, happenings, results and historical significance of the Bach Dang battle in 1288. - Good acting, appropriate costumes with the context.
High school students with the issue of protecting the homeland's seas and island.	Students analyze their contributions to the protection of the nation's seas and island.	Video by students' show their contributions to the protection of their homeland's seas and islands.	- The video script shows the propaganda to protect homeland's seas and islands. - The images are related to the script content and meaningful. - The image is clear, diverse, the sound is lively, suitable to the script content. - The diverse effects attract viewers.

3. Application of information and communication technology in integrated teaching of History and Geography

Information and communication technology (ICT) is "a diverse set of tools and technology resources used to communicate, create, disseminate, store and manage information." These technologies include computers, the internet, communication technology and telephones. In recent years, people have been particularly interested in how to best exploit computers and the internet to improve the quality of education [3].

For history and geography integrated teaching in pedagogical universities, the application of ICT can be done through the deployment of online teaching (e-learning) and blended learning (Blended learning).

3.1. Online teaching (e-learning)

E-learning is a method of virtual teaching through a computer, a smartphone connected to a network in another place, with electronic lectures and necessary software stored to be able to ask / ask questions. / Proposal for distance online learners. Teachers can transmit images and sound over broadband or wireless fidelity connection (Wi-Fi, WiMAX), local area network (LAN).

For History and Geography integrated teaching in pedagogical universities, teaching by e-learning has many advantages, first of all, for the implementation of fostering integrated teaching of general teachers. Due to limited time and limited funding, it is difficult to directly foster all general teachers in History and Geography integrated teaching. Due to the characteristics of online teaching that study materials, discussion questions, and tests are all stored on an online platform, learners can easily access these contents at any time, time, anywhere, so it is very suitable for fostering school teachers. For students majoring in History and Geography at a pedagogical university, online teaching is also the first choice in the current complicated and prolonged COVID-19 translation context, when faculty and students cannot work directly.

However, online teaching also has some disadvantages, most notably in the online learning environment, learners will not be reminded by anyone and do not have a specific schedule to follow.

3.2. Blended learning

This is a combination of classroom learning and online learning. Due to the combination of traditional classroom instruction and digital environments, a personalized, more effective, learning experience is achieved. The combined teaching method has overcome the limitations of online teaching, so this is a form that should be applied in the training of students in History and Geography in pedagogical and refresher universities. school teachers. The design of Blended learning course in teaching integrating History and Geography in pedagogical universities can be done by the following steps:

- Step 1: Determine the objectives of integrated teaching modules / topics;
- Step 2: Determine the contents of integrated teaching and the appropriate and feasible form of examination and assessment;
- Step 3: Determine the teaching method and form (direct or online) suitable for each learning content and activity;
- Step 4: Identify technology tools (online teaching software, social networks, websites, recording and video recording support systems ...);
- Step 5: Design and manufacture the necessary materials for the course.

4. A number of measures to improve the effectiveness of integrated teaching History and Geography in pedagogical universities to meet the requirements of education innovation

In order that History and Geography integrated teaching in pedagogical universities to meet the requirements of education innovation in Vietnam, the following measures need to be implemented consistently:

4.1. Teachers need to foster their understanding of interdisciplinary knowledge in history and geography

Teachers who would like to apply integrated teaching method for History and Geography lessons in pedagogical universities are the ones who should not only have a good grasp of the contents of curriculum, the content of monographs of History or Geography, but they are also required to have a deep understanding of both History and Geography. As a result, teachers need to be self-reliant, study regularly to improve their understanding of history and geography. Once they have deep and broad knowledge, they will have the confidence and skills to effectively deliver lessons with the integrated teaching method and meet the requirement of education innovation.

4.2. Teachers should flexibly use methods and forms of teaching which are suitable for each content of integrated teaching

Each of the integrated content in History and Geography has its own teaching methods. Teachers need to flexibly combine different teaching methods and forms that are suitable and, consequently, create excitement for students. Strengthen combined teaching (Blended learning) and use teaching methods to promote student activeness and creativity. The combination of teaching methods and teaching approaches which are suitable for students is one of the factors leading to the high efficiency in teaching integrated History and Geography in pedagogical universities.

4.3. Teachers need to improve their computer skills, actively apply information and communication technology in teaching to improve the effectiveness of History and Geography integrated teaching

Using the multimedia tools of the computer such as text, graphics, images, audio, video clips, teachers are able to create lively lessons to attract the attention of students since it is now easier to apply pedagogical methods such as group discussion, case study, etc.; to implement a comprehensive and objective assessment and evaluation of learning in the classroom. Teachers are no longer monopolized as they have access to an array of resources. Student preparation will be really helpful for those with presentations or project work. As a result, students will become more active and creative.

The application of information and communication technology in History and Geography integrated teaching such as online teaching, combined teaching requires teachers to regularly update their professional knowledge and informatics to improve themselves. workmanship. In that teaching process, teachers are really attracted and the more they do, the more they enjoy and generate more ideas; From there, the love of the job and creativity was also fostered.

4.4. Pedagogical universities need to strengthen their digital technology application capacity

Pedagogical universities need to actively assess the current state of infrastructure, internet network infrastructure and technology equipment, thereby providing additional facilities in accordance with general technical requirements and teaching organization needs. learn the number of each school. In addition, pedagogical universities need to build an online learning system (LMS (Learning Management System) - the foundation of digital teaching), to build a digital resource for online learning content. serve learning activities of learners. In the era of 4.0 industrial revolution when everything is connected, the full equipping of modern facilities and teaching equipment at school facilitates the process of teaching., in general, and History and Geography integrated teaching, in particular.

III. Conclusion

Integrated-teaching-oriented innovation is one of the strategic solutions that contribute to the fundamental and comprehensive renewal of education in Vietnam and meet the requirement of 4.0 Industrial Revolution.

The change in the new general education curriculum at the lower secondary level requires that pedagogical universities need to update their curriculum in the direction of integrating history and geography interdisciplinary. The possibility to integrate two subjects History and Geography are demonstrated as follows: First, integrate historical content in appropriate sections of Geography and integrate geographic content in appropriate sections of History, aiming at creating the contrast and comparison between the knowledge of the two subjects; Secondly, form common themes. Levels of integrated teaching History and Geography are relevant integration, partial integration, or full integration. Furthermore, the application of information and communication technology in integrated teaching History and Geography will bring about enormous benefits.

In order that History and Geography integrated teaching in pedagogical universities to meet the requirements of education innovation in Vietnam, the following measures need to be implemented consistently:

Foster teachers' knowledge about history and geography; Teachers should use methods and forms of teaching flexibly and suitably with each content of integrated lesson; Teachers need to improve their computer skills, actively apply information and communication technology in teaching to improve the effectiveness of integrated History and Geography lessons; Pedagogical universities need to strengthen their digital technology application capacity.

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