

# Some Problems of The Learning Society in Vietnam in The Current Period

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**Abstract:** Learning is a remarkably complex process that is influenced by a wide variety of factors. As most parents are probably very much aware, observation can play a critical role in determining how and what children learn. As the saying goes, kids are very much like sponges, soaking up the experiences they have each and every day. Learning is an important process in human life. It is the process of accumulating knowledge, absorbing human knowledge to create one's own education. Learning is also the practice of life skills such as communication, behavior, etc. Learning contributes to the growth of each person. In Vietnam, this Directive 11 of the Politburo has been issued, actively performing the tasks assigned by the Government in Decision 281/QĐ-TTg dated February 20, 2014 of the Prime Minister on the project "Promote the movement of lifelong learning in families, clans and communities until 2020". The article focuses on clarifying the issue of social learning in Vietnam in the current period.

**Keywords:** Social learning, life skills, knowledge, Vietnam.

## I. INTRODUCTION

It can be affirmed: The Digital Revolution (4.0) brings Vietnam many opportunities and challenges. In order to adapt, it must develop the knowledge economy, improve the comprehensive knowledge and skills of the workforce and the entire workforce. Only then will workers become knowledge workers, we will have a knowledge-working society, then the difference between us and advanced countries will narrow, and we will also develop. develop the country with their intellectual capital. To enrich knowledge, there is only one way to learn. Learn anywhere, anytime, in any form: formal, informal and informal. Learners are the basis for building Vietnam into a learning and knowledge society. This is a major policy that has been pointed out in many Party resolutions over the past decades, especially Directive 11 dated April 13, 2007 of the Politburo, which has continued and developed Uncle Ho's thought on building learning society in Vietnam. But unfortunately, not all organizations and employees are imbued and implemented. Therefore, the learning of society in general has not met the desired requirements, leading to the consequences as mentioned above (Khanh Trinh, 2022).

This is an important foundation for building Vietnam into a learning society. These learning models have been developed by the Vietnam Study Promotion Association, have been developed by the Vietnam Study Promotion Association, are recognized by the government, and are implemented nationwide. The process of implementing the model has achieved many commendable results. But the new model of

learning community stops at the commune level, but requires the building of a learning society that includes the commune, district, province or city. Currently, there is confusion in the proposal to recognize the "Learning District" as: If 100% of the communes in the district have a learning community, then of course that district is a learning district. To become a knowledge society with a knowledge workforce requires a lot of strategic and comprehensive solutions, especially for Vietnam's education system (Nguyen Thi Doan, 2018).

## II. RESEARCH CONTENT AND RESULTS

### *Theory of social learning*

A psychologist named Albert Bandura proposed a social learning theory which suggests that observation, imitation, and modeling play a primary role in this process. Bandura's theory combines elements from behavioral theories, which suggest that all behaviors are learned through conditioning, and cognitive theories, which take into account psychological influences such as attention and memory. During the first half of the 20th-century, the behavioral school of psychology became a dominant force. The behaviorists proposed that all learning was a result of direct experience with the environment through the processes of association and reinforcement. While Bandura's theory is also rooted in many of the basic concepts of traditional learning theory, he believed that direct reinforcement could not account for all types of learning (Albert Bandura, 1961).

Even if you have never swung a baseball bat in your life, you would probably know what to do if someone handed you a bat and told you to try to hit a baseball. This is because you have seen others perform this action either in person or on television. While the behavioral theories of learning suggested that all learning was the result of associations formed by conditioning, reinforcement, and punishment, Bandura's social learning theory proposed that learning can also occur simply by observing the actions of others.

Learning is a remarkably complex process that is influenced by a wide variety of factors. As most parents are probably very much aware, observation can play a critical role in determining how and what children learn. As the saying goes, kids are very much like sponges, soaking up the experiences they have each and every day.

Because learning is so complex, there are many different psychological theories to explain how and why people learn. A psychologist named Albert Bandura proposed

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For example, children and adults often exhibit learning for things with which they have no direct experience. Even if you have never swung a baseball bat in your life, you would probably know what to do if someone handed you a bat and told you to try to hit a baseball. This is because you have seen others perform this action either in person or on television.

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His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning, this type of learning can be used to explain a wide variety of behaviors, including those that often cannot be accounted for by other learning theories. There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the notion that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior.

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do," Bandura explained in his 1977 book *Social Learning Theory*. "Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Albert Bandura, 1961).

#### *Building a learning society in Vietnam in the current period*

Thoroughly grasping the Party's Resolution on "gradually transforming the current educational model into an open educational model - a learning society model", on January 9, 2013, the Prime Minister issued a decision approving the Project "Building a learning society for the period 2012 - 2020" (hereinafter referred to as Project 89 for short) continues to carry out quality and effective work on

study promotion, talent promotion and society building in the spirit of the Directive. No. 11-CT/TW dated April 13, 2007 of the Politburo, term X "on strengthening the Party's leadership in study promotion, talent promotion and building a learning society". (Nguyen Xuan Thuy, 2021).

After a period of implementation, Project 89 has achieved many important results. The work of leadership and direction has affirmed an important role in directing and organizing the implementation through the National Steering Committee to build a learning society, which has issued working and directing regulations. Ministries and branches shall develop plans for the construction of a learning society; directing localities to advise Party committees and authorities to set up Steering Committees at all levels; organize propaganda about the purpose and meaning of lifelong learning, build a learning society on the mass media to realize the role, meaning and importance of lifelong learning and building a learning society for all people. Many localities have mobilized socio-political organizations to participate in organizing lifelong learning activities, in which the Learning Promotion Association at all levels from central to grassroots levels plays a key role in coordinating with many institutions, agencies, mass organizations, businesses, etc. to build and develop the learning and talent promotion movement and organize activities to promote lifelong learning and build a learning society.

The results of the implementation of the goals in Project 89 over the past time have shown that education universalization has been firmly consolidated. By 2020, 63/63 provinces will meet the standards of primary education universalization (according to different levels). 1 reached 100%, level 2 reached 91.3% and level 3 reached 56.5%; 63/63 provinces have met the standard of lower secondary education universalization (100% at level 1, 7.93% at level 2, 4.76% at level 3). The rate of literate people has been improved: the number of literate people aged 15-35 accounted for 99.3% (0.3% higher than the target of Project 89), of which the Northwest and West regions The corresponding rate in the Central Highlands and Southwest regions is 94.88% (0.88% higher than the target of Project 89); the number of newly literate people who continue to study and become illiterate again also increased by 0.8% higher than the target of Project 89. Learning outcomes improve professional qualifications, informatics, foreign languages of cadres, civil servants and public employees to meet the requirements of job positions and workers to meet the requirements of work and cultural exchange has made great progress. The number of cadres, civil servants and public employees with level 2 foreign language proficiency reached 43.53% (3.53% higher than the target of Project 89). The percentage of workers with basic knowledge of informatics and foreign languages to meet the requirements of work and cultural exchange increases every year (it will reach 38.28% in 2020). Percentage of pupils, students and employees who participate in learning life skills education programs at educational institutions to

improve life skills and build a happier individual and community life (14.6% higher than the target of Project 89).

Propaganda has been actively implemented in a number of ministries, branches and localities; Forms and contents of propaganda are quite diverse, mobilizing the active participation of the whole society, actively contributing to raising awareness about the purpose, meaning, role and benefits of building a society. learning association, promoting study and talent promotion throughout the country into depth and substance. In many localities, study and talent promotion work has been associated with the movement to build a healthy educational environment, learning goes hand in hand with action, with the campaign for hunger eradication, poverty reduction, building grassroots cultural life, cultural family building.

The localities have paid attention to consolidating, developing and perfecting the network of educational institutions implementing lifelong learning for everyone, of which continuing education institutions are the core, and rapidly growing in number, diversified in models and activities. The number of private continuing education institutions has increased rapidly, especially computer and foreign language centers, which have actively supported the improvement of foreign language and informatics skills for students, students and staff. civil servants, teachers and all citizens in the direction of socialization. Higher education institutions have paid attention to developing online training technology, investing in learning management systems, learning content management systems and studios to build digital learning materials; regularly organize training courses, equip them with necessary skills to conduct online training for managers and lecturers; cooperate with provincial continuing education centers to open distance learning programs to grant certificates, knowledge dissemination programs contributing to promoting the form of distance learning, online learning.

International cooperation is interested, in order to enlist the support of international organizations in building a learning society; coordinate to organize conferences and seminars to share experiences, update information on lifelong learning and build a learning society in countries in the region and around the world. Recently, the Ministry of Education and Training has coordinated with the UNESCO Office in Vietnam and the Regional Center for Lifelong Learning of SEAMEO in Vietnam to implement practical activities related to lifelong learning. life; signed a Memorandum of Understanding with universities and education departments of some countries in the world and in the region to train and improve the capacity of information technology and foreign languages application for teachers and staff. Vietnam's Ministry of Education Institutions Management (Lan Anh, 2022).

#### *Some problems for building a learning society in Vietnam*

Firstly, Continue to promote communication to raise awareness and responsibilities of sectors, levels, agencies,

organizations, units and the whole society about the meaning and importance of the work. study promotion, talent promotion, building a learning society in the process of implementing fundamental and comprehensive renovation of education and training.

Strengthen communication and dissemination on building a learning society in the digital economy and digital society through the mass media, social media, the grassroots information system, educational institutions, etc. education and other methods; integrated in related activities and events such as: Lifelong Learning Responsive Week and Vietnam Book Day every year. Mobilize and encourage people from all walks of life to build and maintain the habit of self-study and a sense of lifelong learning in accordance with the specific conditions of each individual.

Second, complete research on mechanisms and policies and promote socialization for study promotion, talent promotion and building a learning society: establishing a specialized subcommittee to direct the construction of a learning society. in the Central; consolidating, consolidating and improving the quality of activities of the division directing the building of a learning society in the locality; commending, honoring and recognizing typical individuals and organizations that have made great contributions to study promotion, talent promotion and building a learning society; promptly praise good models and movements that work well in study promotion, talent promotion, building a learning society to spread and replicate in the whole society; effectively develop and implement policies to attract domestic and foreign resources to participate in promoting lifelong learning and building a learning society; mobilize enterprises and organizations to participate in supporting training, re-training and fostering to improve qualifications and skills for workers and employees, participating in opening classes and vocational training establishments for disadvantaged and disadvantaged subjects; encourage and mobilize enterprises to set up study and talent promotion funds for lifelong learning activities, support employees in learning, retraining and regular training.

Third, research and propose to the competent authorities to promulgate the Law on Lifelong Learning to create a legal framework in sync with the Education Law and other relevant laws that have just been promulgated recently. Review and finalize regulations on examination and recognition of continuing education learning results; create a mechanism for communication between formal education and continuing education, and between education levels and training levels. Promote and effectively implement digital transformation in educational institutions. Focusing on improving the quality of distance learning programs, building online courses that are open to the masses in higher education institutions. Diversify educational and training contents; innovate learning methods and increase the use of modern means and technologies to support learning, especially social media in organizing educational and training activities at

educational institutions. continuing education, vocational education. Building an open repository of learning materials for self-study and lifelong learning on the Vietnamese educational television ecosystem. Applying educational management models in the direction of technology, school management in the direction of openness, connection and sharing of technology infrastructure and large databases.

Fourth, improve the quality of activities of the Community Learning Center associated with illiteracy eradication and short-term vocational training in organizing practical training programs associated with socio-economic development. of each locality, focusing on illiterate people in ethnic minority and mountainous areas, especially ethnic minority women and girls. Applying information technology and digital technology to innovate ways of disseminating knowledge, educating life skills and other basic skills for people in the community. Continue to launch campaigns and emulation movements on study and talent promotion, building a deeper and broader learning society throughout the country, closely and effectively connecting with campaigns and campaigns. other emulation movements to promote learning in all families, clans and communities.

Fifth, strengthen international cooperation in the field of lifelong learning, build a learning community through promoting linkages, exchange, international cooperation in technology transfer, development and exploitation of educational resources. open education and distance education, online suitable to Vietnamese conditions.

### III. CONCLUSION

Besides the results achieved after 8 years of implementing Project 89, there are some limitations and weaknesses. Awareness about study promotion and talent promotion to build a learning society in some localities, agencies, enterprises, schools and armed forces units is not correct and complete. The work of training and retraining has not been associated with job requirements, employment positions, and titles held by cadres and civil servants. Lifelong learning activities outside the school are not diverse and abundant, operating conditions are still difficult to meet the learning needs of the people. The operation of many community learning centers is still inefficient, has not met the

diverse learning requirements of the people, and the content is poor and unattractive. The number of illiterate people in ethnic minority and mountainous communes is still high, the rate of mobilization of people to attend illiteracy classes is lower than the number of people who are still illiterate, the number of people who become illiterate tends to increase. The people's learning and self-study awareness is not high; many places do not attach importance to vocational training and life skills training for workers and rural workers. The quality of distance education is not high, not keeping up with the educational development trend of the world. Some tasks and solutions of Project 89 have not been fully completed: The training code for community education and lifelong learning has not been developed.

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