

EDUCATING TRADITIONAL CULTURE VALUES THROUGH TAY NOM POETRY STORY FOR ETHNIC MINORITY STUDENTS IN QUANG NINH PROVINCE

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ARTICLE INFO		ABSTRACT
Received:	09/3/2022	Researching the current situation and proposing solutions to improve the effectiveness of traditional cultural value education through traditional literature is a matter of concern to many localities, including Quang Ninh province. To handle our research issue, we used a number of research methods, such as survey method, statistical method, interview, objective observation, document research method, analytical method, and synthesis method... From the survey results on the current situation of traditional cultural value education through Tay Nom poetry story for ethnic minority students in Quang Ninh province, we find that there are still many shortcomings such as the lack of knowledge of teachers and students, the limited awareness of teachers and students, lack of documentation, ineffective educational measures,... Based on the assessment of the current situation, we propose a number of measures to improve the effectiveness of traditional cultural value education through traditional literature for ethnic minority students in Quang Ninh in particular and the Northern mountainous region in general.
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GIÁO DỤC GIÁ TRỊ VĂN HÓA TRUYỀN THỐNG QUA TRUYỆN THƠ NÔM TÀY CHO HỌC SINH DÂN TỘC THIỂU SỐ TỈNH QUẢNG NINH

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THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	09/3/2022	Nghiên cứu thực trạng và đề ra giải pháp để nâng cao hiệu quả giáo dục giá trị văn hóa truyền thống qua văn học cổ truyền là vấn đề được nhiều địa phương quan tâm, trong đó có tỉnh Quảng Ninh. Để phục vụ cho vấn đề nghiên cứu của mình chúng tôi sử dụng các phương pháp như phương pháp tiếp cận liên ngành, phương pháp khảo sát, thống kê, phỏng vấn, quan sát khách quan, phương pháp nghiên cứu tư liệu, phân tích, tổng hợp... Từ kết quả khảo sát thực trạng giáo dục giá trị văn hóa truyền thống qua truyện thơ Nôm Tày cho học sinh dân tộc thiểu số tỉnh Quảng Ninh chúng tôi nhận thấy còn nhiều bất cập như sự thiếu hụt kiến thức của giáo viên và học sinh, nhận thức của giáo viên và học sinh còn hạn chế, tài liệu còn thiếu thốn, các biện pháp giáo dục chưa thực sự phù hợp,... Trên cơ sở đánh giá thực trạng chúng tôi đề xuất một số biện pháp nhằm nâng cao hiệu quả của việc giáo dục giá trị văn hóa truyền thống qua văn học cổ truyền cho học sinh người dân tộc thiểu số ở Quảng Ninh nói riêng và khu vực miền núi phía Bắc nói chung.
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1. Introduction

Ethnic minority literature is an important part in contributing to the richness and diversity of Vietnamese literature. In the treasure of Vietnamese ethnic minority literature, Tay Nom poetry story is a typical genre with many achievements. In particular, traditional cultural values are a very important content reflected in Tay Nom poetry story. Preserving and promoting national cultural identity is a common task of the whole society in which education plays the most important role. By way of education and through education, the cultural and spiritual values of ethnic groups are handed down through generations. Education helps students understand the traditions and cultural identity of the nation, thereby having a sense of respecting, preserving and promoting the traditional cultural values of their own community as well as respecting the cultural identity of others. Ethnic minority literary works are an important part of knowledge in the local literary program of provinces where ethnic minorities live, including Quang Ninh province.

Currently, the culture and literature of the ethnic minorities in our country is a matter of concern to our Party and State. Solutions to preserve and promote traditional cultural values of ethnic minorities have attracted the attention of many researchers and policy makers. Ethnic minorities in the Northern mountainous region are rich in cultural traditions, as Phan Huu Dat affirmed in Some issues on Vietnamese ethnology: “habits in thinking, accumulated knowledge, beliefs and symbols of the spiritual world...” [1, p.270]. Nguyen Thi Hue also pointed out quite clearly the trends of cultural change of ethnic minorities in the North of Vietnam and summarized that “the culture of the ethnic minorities in the North includes sustainable values, the quintessence of the community. It is the crystallization of the knowledge and understanding of the people of different ethnic groups accumulated over thousands of years of building and defending the country” [2, p.561]. In that context, Tay Nom poetry story with a fairly large number of works is also targeted by many researchers. Trieu An has diligently collected and researched to introduce the achievements of Han Nom Literature of Tay ethnic group and affirmed that this literature “will contribute to enriching the multi-ethnic literature of Vietnam.” [3, p.640]. In the survey of Tay Nom poetry story currently kept at the Institute of Han Nom Studies, Hoang Phuong Mai also said that “it is also a proof of the creative effort and the sense of preserving and passing on good values for the next generations” [4, p.9]. In Tay poetry story - Origin, development and genre, Vu Anh Tuan also considered this as “one of the most massive inheritances in the total number of works of mountainous poetry” [5, p.33]. In many research works on Tay Nom poetry story, the authors agree that this part of literature reflects quite clearly the cultural life and still preserves many valuable traditional cultural values of the Tay people. Luc Van Pao said that: “Tay Nung’s poetry story is a mirror reflecting the real life and aspirations of the nation...” [6, p.293]. A number of articles have mentioned the value of Tay Nom poetry story as well as ethnic minority literature such as: “The preservation and promotion of traditional literary values of ethnic minorities – Lessons from India” [7]; “Characteristics of female characters in some Tay Nom poetry story” [8]; “Learning about family behavior through some Tay Nom poetry story” [9], “A few features about male characters in Tay Nom poetry story” [10], “Learning about traditional cultural values through some Tay Nom poetry story” [11]... Through published works, it is possible to see that the value of Tay Nom poetry story has been noticed. However, the issue of educating traditional values through Tay Nom poetry story for ethnic minority students has not been focused. This article deals with the education of traditional cultural values through Tay Nom poetry story for ethnic minority students in a particular locality. The Tay people are the second largest population in Vietnam (after the Kinh). Quang Ninh province has 21 ethnic minorities residing in a large area (more than 85% of the province’s area) of which the Tay is the second largest ethnic group (after the Dao). Therefore, studying traditional cultural values in Tay Nom poetry story to integrate them in the process of educating high school students in the local program in Quang Ninh province is an important and meaningful job.

2. Research methods

To serve our research problem, we used the methods of survey, statistics, interviews, objective observations, document research, analysis, synthesis... Methods of survey, statistics, interview and objective observation were used to collect opinions of students and teachers as well as to learn more about the issue to grasp the current situation and offer solutions to contribute to the education of traditional cultural values for school students of ethnic minorities. On the basis of document research and survey and statistical results, we analyzed, synthesized and evaluated the data to make appropriate comments, assessments and suggestions.

During the research process, we learned and found that the Tay people in Quang Ninh are concentrated mainly in three districts of Binh Lieu, Tien Yen and Ba Che and scattered in districts, towns and cities throughout the province. We conducted a survey of Tay students in three grades (10th grade, 11th grade and 12th grade) at high school level with the largest concentration of Tay students in three districts including Tien Yen, Binh Lieu and Ba Che by direct multiple-choice questionnaires. We surveyed a total of 237 students.

In order to educate and help students learn, preserve and promote traditional cultural capital through Tay Nom poetry story, teachers are required to be pioneers with specific orientations to arouse students' interest. In order to comprehensively assess the current situation of preserving and promoting the traditional cultural values of Tay Nom poetry story in the educational environment, we conducted a survey for teachers of Philology in high schools in the districts of Binh Lieu, Ba Che and Tien Yen. In particular, we focused on consulting with teachers who are directly teaching Philology in high schools with many Tay students with a total of 80 votes.

3. Results and discussion

The new general education program allows localities and schools to take the initiative and responsibility in selecting and supplementing some educational content and implementing educational plans appropriate to the target audience and local conditions. In addition to the content of compulsory education, which is uniform throughout the country, there are also basic or current issues of culture, history and society,... Each locality needs to develop local educational content suitable for students in order to help them gain more understanding about where they live, foster their love of their homeland, develop a sense of learning and applying things learned to contribute to the construction of the homeland.

The content of local education at the secondary and high school levels has a duration of 35 periods per school year. Based on actual needs, each locality will select appropriate educational content. The issues of ideological, ethical, and lifestyle education... have been and are being concerned in the education. In the content of local education of Quang Ninh province where diverse ethnic groups live together, an indispensable part is to build lessons on the culture of ethnic minorities. The Tay ethnic group in Quang Ninh has the third largest number after the Kinh and the Dao. The introduction of Tay Nom poetry story into the local educational content of Quang Ninh province will contribute to diversifying teaching materials, enhancing the integration in education, and promoting the activeness and initiative of local ethnic minority students in Quang Ninh. Tay Nom poetry story contains a lot of cultural values from many generations that are now left for posterity such as cultural lessons on behavior in family relations, teachers and students, friends and neighbors, patriotic feelings and sense of community, love for people... The spirit of patriotism and love for the people is expressed quite vividly and deeply through a number of Tay Nom poetry story, such as Nho Huong, Chieu Duc, Luu Dai - Han Xuan, Ly Lan - Thi Dung, Truong Han - Mau Don... The thought of promoting justice is found in most of Tay Nom poetry story, typically such as Luu Dai - Han Xuan, Dinh Quan, Quang Tan - Ngoc Luong, Nang Quyen... The main characters in these poem stories are all humane, compassionate and moral people who always uphold the spirit of protecting justice. Besides, the Tay people always

uphold the spirit of studiousness which is also expressed in a number of Tay Nom poetry story, such as Luu Dai - Han Xuan, Quang Tan - Ngoc Luong, Chieu Duc,... A prominent content in Tay Nom poetry story is love. The Tay people attach great importance to neighborly relationships and appreciate people, even strangers. Through learning about Tay Nom poetry story, students will understand more about the cultural life of their ancestors in history, will appreciate and cherish the cultural and spiritual values of their community and know how to preserve and develop that value in the context of modern life. Integrating education of traditional cultural values from Tay Nom poetry story for students of ethnic minorities - Tay ethnic group in Quang Ninh will contribute to improving the efficiency of student education and at the same time contribute to preserving and promoting the unique traditional cultural values of ethnic minorities in the current context of development and global integration. In the local education program, it is necessary to pay attention to this part of the literature.

We conducted a survey of 237 high school students in grades 10, 11 and 12 in three districts of Binh Lieu, Tien Yen and Ba Che to know the current situation of traditional cultural values education through Tay Nom poetry story for ethnic minority students in Quang Ninh province. The results are listed as follows:

Table 1. Survey questions for high school students from ethnic minorities

No.	Questions
1	Do you know how many students in your class are from Tay ethnic group?
2	Can you speak your mother tongue (Tay language)?
3	Would you like to participate in fun activities, festivals... of the Tay people?
4	Would you like to have a subject at your school that helps you understand the culture of your ethnic group?
5	Do you listen to your grandfather/grandmother/father/mother... tell old stories and sing folk songs of your ethnic group?
6	Do you know the old stories of the Tay people?
7	Do you enjoy reading the ancient stories of your ethnic group?
8	Have you ever heard of the phrase "Tay Nom poetry story"?
9	Do you listen to your grandparents/father/mother... tell Tay Nom poetry story?
10	Do you know any Tay Nom poetry story?
11	Do you like reading Tay Nom poetry story?
12	Do you want to include Tay Nom poetry story in the school curriculum?
13	In your opinion, if Tay Nom poetry story is included in the curriculum, what grade should it be taught in?
14	In your opinion, if Tay Nom poetry story is included in the curriculum, how many lessons should be taught?

From the survey results, we draw some conclusions as follows:

- In terms of the wishes and aspirations of students for learning about their culture and Tay Nom poetry story: Tay students are very interested and very eager to know and learn about ancient culture and literature of their community, especially Tay Nom poetry story (87% of the students surveyed like to participate in fun activities and festivals of their own community; 90% of students are interested in the friends of the Tay ethnic group in the classroom; 92.4% of students want their school to have a subject that helps them understand about their culture; 83.1% of students like to read ancient stories of the community and 93.6% of students like to read Tay Nom poetry story and learn Tay Nom poetry story at school; students want to learn Tay Nom poetry story in all 3 classes and with as many classes as possible). Thus, it can be seen that the students are very interested and willing to participate in learning Tay Nom poetry story, thereby contributing to preserving and promoting the traditional culture of their nation. This is a favorable factor to help introduce Tay Nom poetry story into the school curriculum.

- In terms of difficulties in introducing Tay Nom poetry story into schools: The number of students can speak their ethnic language is still small (58% of Tay students can speak the Tay language); The family and community cultural environment that helps them access ancient literature of their community in general and Tay Nom poetry story in particular is still limited (63.7% of students listen to their grandparents and parents tell old stories and sing folk songs

of their own community; 56.1% of students know the ancient stories of the Tay ethnic group; 62% of students have heard of the phrase “Tay Nom poetry story”; 45.1% of students listen to their grandfather, grandmother, father, mother,... tell them stories of Tay Nom poetry story and know about Tay Nom poetry story). Therefore, in order to avoid the loss of traditional cultural and literary values of ethnic minorities, the educational orientation to learn, preserve and promote traditional cultural values through Tay Nom poetry story is extremely necessary in the current context of integration and development.

From the results of the survey with teachers, we have summarized the following points:

Table 2. Teacher survey questions

No.	Questions
1	Do you know any folklore works of the Tay people in the area where you live? (Yes/No) Where do you know folklore works of the Tay people (through books, through performances)?
2	- Books/newspapers/television - Folk performance
3	Do you know any Tay Nom poetry story? (Yes/No) In your opinion, what are the values of the Tay Nom poetry story?
4	- Cognitive value, educational value, aesthetic value - Historical value, religious value, philosophical value, cultural value - All values above In your opinion, should Tay Nom poetry story be included in the local literature program at your school?
5	- No - Regularly - Sometimes In your opinion, what role do ethnic minority students play in preserving and promoting their ethnic traditional literary values?
6	- Not important - Important - Very important What do you think about the role of education in preserving and promoting the cultural values of ethnic minorities in Vietnam?
7	- Not important - Important - Very important In your opinion, what should the school do to attract students' interest in traditional literature of ethnic minorities today?
8	- Education of local literature - Extracurriculars/Field trips/Clubs
9	In your opinion, what traditional cultural values can be taught through Tay Nom poetry story to students?
10	In your opinion, can you educate students about traditional cultural values through Tay Nom poetry story through what forms and methods of education?
11	In your opinion, which Tay Nom poetry story can be used to educate students on traditional cultural values?
12	In your opinion, if the Tay Nom poetry story is included in the high school curriculum, what grade should it be put in and with what number of periods is appropriate?

From the survey results, we draw some conclusions as follows:

- In terms of evaluating the importance of introducing Tay Nom poetry story into the school curriculum, 60% of teachers find Tay's Nom poetry to have many values (cognitive, aesthetic, historical, religious and cultural, philosophical culture...); 95% of teachers think that it is necessary to include Tay Nom poetry story in the local literature program at their school; 95% of teachers believe that ethnic minority students have an important and very important role in preserving and promoting their ethnic traditional literary values; 98% of teachers affirm that education plays an important and very important role in preserving and promoting the values of the traditional literature of Vietnam's ethnic minorities, including Tay Nom poetry story.

- In terms of teachers' difficulties, as high school Philology teachers, the teachers do not have access to and do not have much understanding of Tay Nom poetry story due to limited resources.

- Opinions on the orientation of introducing Tay Nom poetry story into teaching in local programs: Many teachers believe that through Tay Nom poetry story can educate students on patriotism, gratitude to everyone, love, honesty, hard - working... (for example, through the story of Luu Dai Han Xuan or Chieu Duc...). In order to be effective, the study of Tay Nom poetry story should be linked with the cultural environment of the family and the student community. Besides, it is necessary to have flexible and innovative forms suitable to the psychology and needs of students. Mainly, teachers realize that teaching theory will hardly bring interest to students, but should be combined with organizing extracurricular activities, field trips or organizing clubs...

From the above survey results, we found that almost all students and teachers in schools with a large number of Tay students do not know or know very little about the local Tay Nom poetry story. At present, Tay Nom poetry story are only sung by grandparents and elders who are still passionate and enthusiastic about preserving the traditional cultural values of their forefathers.

Young people have heard about it but have not understood it, leading to their lack of interest in this type of traditional folklore, and their lack of desire to delve deeper. For this reason, Nom Tay poetry story is becoming strange to young people. This also significantly affects their attitude and a part of the respondents that are not really focused on the survey. However, the majority of students and teachers still believe that Tay Nom poetry story plays an important role and there should be measures to preserve traditional cultural values in the local Tay Nom poetry story to preserve a unique cultural identity.

In the current context, when our country is developing, we are expanding exchanges, ready to make friends with all countries in the world, it is inevitable to influence and import foreign cultures. In particular, the strong development of the 4.0 technology era helps Vietnam to culturally connect with countries around the world in many forms of reception through music, cinema, art, fashion,... The influence and gradual loss of traditional culture are inevitable. Obviously, the influence of foreign culture can be clearly seen in today's life through thoughts, views, words, way of dressing, enjoying music, movies,... of the youth. The customs, traditions and cultural festivals in the life of ethnic minority communities have gradually lost their place in life or have "deformed". Sadly, many ethnic minorities no longer remember and use even their mother tongue. This is a worrying situation in the current development situation of the country. The loss of national cultural identity is an alarm bell about the risk of losing the national cultural roots and away from the good traditional values of the homeland.

Ethnic minority cultures are material and spiritual values accumulated and preserved in the entire historical development of the nation and are an important component of the culture of the Vietnamese people. In the period of industrialization and modernization, the preservation and promotion of traditional cultural values of ethnic minorities is of great practical significance, an urgent and strategic task that needs to be done regularly.

Preserving and promoting the cultural values of ethnic minorities is a job to preserve and promote the inherent good cultural values and identities of the ethnic groups in order to develop good values. It is necessary to pay attention to the spiritual and cultural values such as languages, traditional literature... of ethnic minorities in all parts of the country.

Given students' limited understanding of the traditional culture of the local ethnic minorities, it is necessary to educate students on ethnic minority cultures in order to contribute to strengthening the trust and pride in the good values in traditional culture. Thereby, the cultural identity of the ethnic groups is honored on the basis of awareness of the unity and diversity of Vietnamese culture, helping them to confidently integrate, contributing to building their own lives, families and friends.

4. Conclusion

Preserving and promoting traditional cultural and literary values of ethnic minorities is a meaningful job, especially in the current context of integration and globalization. In the process of educational reform, schools are interested in orienting students to understand and have a sense of respect and preservation of ethnic minority literary values.

The general education program in Literature (issued together with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 of the Minister of Education and Training) has regulations on teaching content of each level. Accordingly, the 11th grade Literature program will learn about Nom folk poetry stories. In this class, students have a basic understanding of the genre of Nom poetry story. Therefore, if Tay Nom poetry story is included in the local program, it should be included in the 11th grade program, which will be more convenient and easier for students to access.

In order to help teachers have materials and orientation in teaching, it is extremely necessary to compile documents and provide materials for teachers. Tay Nom poetry stories should also be considered as a source of material for inclusion in local educational materials. In addition, each teacher of Philology also needs to base on the actual situation and his or her students to be proactive and flexible in choosing materials about Tay Nom poetry story to introduce to students. However, because each work is several thousand verses long, teachers can summarize the work and only select excerpts suitable for their purposes to include in the program.

Teachers can choose appropriate implementation methods to educate students about traditional cultural values through Tay Nom poetry story such as: organizing a collection of works (the collection of Tay Nom poetry story helps students to have rich knowledge about the issue), organizing a story-telling contest (a measure to help students firmly grasp the content, meaning, and characters in the story, and at the same time practice expression skills and create interest in Tay Nom poetry story), organizing discussions (students can express their thoughts and feelings about Tay Nom poetry story from which they have basic knowledge about this issue), organizing extracurricular sessions (help students not only acquire knowledge but also immerse themselves in the atmosphere of folk festivals, thereby harmoniously developing psychological, physical and creative factors), organizing picnic activities (students can discover a new and interesting cultural area associated with Tay Nom poetry story, thereby creating excitement and impression for learning)...

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