

Enhance the Use of Some Basic Teaching Techniques to Develop Self-Study Ability in Political Theory Subjects for Students at Hung Vuong University Today

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| Received: 19.01.2025 | Accepted: 23.02.2025 | Published: 26.02.2025 |

Abstract: When lecturers use teaching techniques to solve separate teaching tasks, it will help each student independently research and perform tasks, not rely on group members and other groups, thereby gradually developing self-study skills for each student. Teaching techniques will be effective with lesson types such as: new knowledge exploration, review, and systematization of knowledge of a large topic or chapter. The article focuses on clarifying some basic teaching techniques to contribute to developing the self-study capacity of political theory subjects for current Hung Vuong University students.

Keywords: Teaching techniques, self-study capacity, political theory.

I. INTRODUCTION

Teaching techniques are understood as the movements and ways of acting of teachers and learners in situations and small actions to control and carry out the teaching and learning process. Techniques commonly used in teaching to promote the positivity and initiative of learners: Tablecloth technique, puzzle piece technique, virtual art technique, written discussion technique, fish tank technique, using mind maps, using study cards... Using teaching techniques has many purposes such as: Outlining a problem, synthesizing new knowledge, reviewing, consolidating, and systematizing the content of knowledge learned...

For example, when it is necessary to raise the issue of truth testing standards, we can use the image of a "tablecloth" so that each individual and group of students can actively discuss and find the content that needs to be solved.

In the current practice of teaching political theory subjects at Hung Vuong University, we believe that the above teaching techniques are suitable and have an important complementary effect to the methods of problem posing, group discussion, case study and webquest. The article focuses on some specific techniques, which are: tablecloth, brainstorming and puzzle pieces.

II. CONTENTS

2.1. Tablecloth Technique

It is a technique to organize learning activities that combine individual and group activities. At the same time, it demonstrates the strategic viewpoint of cooperative learning, which combines individual and group activities.

This is a simple and easy-to-implement teaching technique that can be organized in all types of political theory lessons at university and college levels.

This technique has the ability to train and develop learning skills and develop students' self-study capacity and self-responsibility for knowledge acquisition such as: the skill of taking personal responsibility when thinking independently about the assigned tasks and responsibility when solving problems or discussing in groups, finding similarities in the opinions of group members; critical thinking skills when confirming which opinions are reasonable and which opinions are not appropriate; Presenting opinions or views on the issue under discussion so that everyone can share and understand; communication skills in the process of solving problems together or in group discussions; skills to resolve disagreements when there are opposing opinions, knowing how to find and acknowledge appropriate content in each opinion of members in the group; practicing and developing self-

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Citation: Do Thi Thu Huong & Do Minh Giang (2025). Enhance the Use of Some Basic Teaching Techniques to Develop Self-Study Ability in Political Theory Subjects for Students at Hung Vuong University Today. *Cross Current Int Peer Reviewed J Human Soc Sci*, 11(2), 20-23.

study skills in the process of performing common tasks of each individual; decision-making and problem-solving skills in the process of performing collective tasks.

How to proceed: students are divided into small groups with 01 A0 paper like a tablecloth; divide the A0 paper into the middle and surrounding parts according to the number of group members; each member thinks and presents ideas on the "tablecloth"; discuss together, give thoughts and write in the middle of the "tablecloth", extend the time to complete the task. Exploiting the requirements is as follows: each person works to give his/her opinion on the problem to be solved; require all members to share their thoughts and ideas and actively listen to the opinions shared by other members; when there are disagreements, require all members to present scientific evidence for reasonable opinions and compare other members' opposing opinions.

Thus, lectures or discussions using the "tablecloth technique" to solve separate tasks will help lecturers monitor the activities of each student in each group and at the same time evaluate the activities of other student groups in the process of collaborating to solve the task. Moreover, in the same time, teachers and students can learn a lot of lesson content and ensure the quality of knowledge that needs to be conveyed and mastered.

In teaching Political Theory subjects, the process of implementing the tablecloth technique is as follows:

Step 1, the lecturer presents the basic content of the lesson, which can be combined with PowerPoint presentations to make the lecture more vivid. For example, the problem "The role of practice in human cognition", the problem that needs to be clarified is why practice is the basis, motivation, and purpose of cognition? Why is practice the standard for testing the results of human cognition (testing the truth)?

Step 2, the lecturer divides the class into 3-4 groups, studies a problem together, assigns students to manage, group secretaries, assigns tasks (raises the problem), sets a time limit, students receive tasks to solve, discuss and necessary tools, textbooks, and reference materials.

Step 3, individuals read, study textbooks, reference materials and present them on A0 paper. The group discusses, the group secretary writes down the group's consensus in the middle of the A0 sheet of the knowledge that the group needs to learn and clarify.

Step 4, the groups report their research results to the class. The groups in the class debate, criticize, and add more knowledge. In particular, the lecturer must guide students on how to use the documents and knowledge they have been equipped with to refute or prove the views of others and their own.

Step 5, the lecturer comments, adds to the knowledge that has been presented by the students, evaluates, and concludes the lesson.

2.2. Brainstorming Technique

It is a way to mobilize and coordinate the thoughts and ideas of group members and collectives to solve a problem, using thinking to approach and solve problems, thoughts and ideas after appearing freely in each individual will be linked together into a common point of view.

Brainstorming technique can help lecturers identify and differentiate according to the level and learning capacity of each individual and group of students, creating independence in thinking as well as positive combination and dependence between members in the group and class. Each individual learner is responsible for his/her own tasks, each person's achievements affect the overall achievements of the whole group. Therefore, each individual must be active, try to study and research by himself/herself, and not rely on others.

With the specific knowledge of Political Theory subjects, when using brainstorming techniques to teach, it is more difficult to organize than other teaching techniques because it takes a lot of time and in certain cases it requires conditions for teaching facilities, this technique forces members in the group, class to think at a high level, when a student has answered a certain argument, the other students are not reminded to repeat but must supplement and develop the next argument. If the previous students have fully developed the content of the problem that needs to be answered for the lesson's task, the remaining students are forced to think and systematize the knowledge. Brainstorming (or brainstorming) as its name suggests is especially suitable for teaching activities aimed at developing in learners important intellectual qualities of modern people. The results of brainstorming techniques are new ideas and innovative solutions from learners, so in the teaching process, lecturers can also receive a lot of useful information from those results.

The steps to organize teaching political theory using brainstorming techniques are as follows:

Step 1, lecturers present the lesson content, can use tables and diagrams to summarize the basic ideas so that students can continuously observe during the brainstorming process. For example, through the process of producing surplus value, clarify the origin of m and the nature of capital?

Step 2, set up research groups, study like the tablecloth technique.

Step 3, assign and guide the implementation of tasks, pay attention to some mathematical operations that may need to be used in the research process.

Step 4, groups self-study and discuss assigned topics. Each individual expresses his/her thoughts, the remaining members think to prepare additional statements for the previous person. After exchanging and presenting their views, the whole group gives comments and edits, after reaching a consensus, the group secretary will summarize the group's results. The lecturer organizes the groups to report and conclude the problem.

To implement brainstorming techniques, lecturers often need to pay attention to orienting the problem and self-study methods for students, avoiding the situation of going off topic, wasting time and causing noise. Therefore, lecturers need to carefully prepare the content that needs to be oriented and choose a reasonable time in the program, and have measures to manage groups and scientific classes.

2.3. Puzzle Technique

It is a teaching technique that demonstrates the concept of collective cooperation, in which there is a combination of individual activities, group activities and connections between groups in the classroom. It is a cooperative teaching technique that combines to solve a complex task, stimulates active participation as well as enhances the role of self-study, self-research and problem solving of each individual student in the collaborative learning process.

The puzzle technique in teaching political theory subjects is divided into two steps:

Step 1, forming expert groups, in this step students are divided into groups of about 3 - 6 people. Each group is assigned a task to learn and research deeply about a different content, topic, or exercise. The groups self-study and discuss to ensure that each member in the group has a firm grasp of the content and is able to present the issues they have researched.

Step 2: forming a puzzle group, each student from different expert groups forms a new group, called a "puzzle group", each student takes turns presenting to the students in the puzzle group about the viewpoint that they have studied in the expert group. The new task in the puzzle group is assigned to the member to be general, synthesizing all the content that has been learned from the expert group. With the form of combining the "expert" group and the "puzzle group", in just a short period of time, the "experts" initially only mastered one knowledge content, but after participating in the "puzzle group", the students' understanding has increased, which is the knowledge content in the entire lesson. The puzzle technique has the potential to educate and develop self-study skills for students such as: self-reading and self-research skills; skills to approach, generalize and solve problems independently; critical thinking skills, creative thinking, information processing; expression skills; skills in resolving disagreements; skills in cooperation, active listening and skills in managing and controlling one's own and the group's time.

The puzzle technique in teaching political theory can be summarized in the following rounds:

Round 1, performing the expert group task, the class will be divided into groups (about 3 - 6 people), each group is assigned a task with different learning content. For example: Group 1 - task A (yellow), group 2 - task B (blue); group 3 - task C (red) ..., each individual works independently for about 10 - 15 minutes, researching the assigned problem, taking notes. When solving problems or discussing, it is necessary to ensure that each member in each group can answer all the content in the assigned task and become an expert in the field studied, able to present it again in the group round 2.

Round 2: performing the puzzle group task. In this round, new groups are formed with about 3-6 people (including 1 to 2 people from group 1; 1 to 2 people from group 2; 1 to 2 people from group 3...). The questions, problems and answers, and problem solving methods of round 1 are fully shared by the members of the new group to ensure that all students in each group have a firm grasp of the knowledge of the entire lesson. When all members of the new group understand all the content of round 1, the new tasks in round 2 will be assigned to the groups to solve, the new groups will perform the tasks, present and share the results.

Some points to note when implementing the puzzle technique: ensure that the knowledge from the puzzle pieces in round 1, when put together, can understand the whole picture of a problem, the content that needs to be clarified, and is the basis for solving a complex task in round 2. Students who are "experts" in round 1 may have different levels, abilities to approach and solve problems, so the lecturer needs to identify supporting factors, timely knowledge orientation so that all students who are "experts" can complete the task in round 1, preparing for round 2. The number of puzzle pieces should not be too large to ensure that members can pass on knowledge to each other, the rounds are implemented according to each task that the lecturer designs to ensure that it is suitable for the lesson content or the problem that needs to be researched. The new task in round 2 is a complex task and can only be solved on the basis of mastering the knowledge acquired in round 1, so it is necessary to clearly identify the necessary factors of knowledge, skills, amount of knowledge..., as well as other necessary supporting factors to solve this complex task. To ensure the quality of the discussion and learning time using the puzzle technique, the lecturer can assign the topic in advance for students to study and research by themselves a week in advance.

III. CONCLUSION

In summary, in modern teaching theory, there are many teaching techniques used. With the task of teaching Political Theory subjects at Hung Vuong University today to develop students' self-study and research capacity, choosing the appropriate teaching

technique for each subject and the amount of knowledge that needs to be equipped for students requires flexibility and creativity of lecturers in the teaching process to ensure the implementation of teaching objectives and improve the quality of students' learning.

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