

LITERATURE REVIEW ON LOCAL EDUCATION FOR HIGH SCHOOL STUDENTS

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Abstract

To meet the requirements of the country's industrialization and modernization in the context of regional integration and international globalization, General Education Program 2018 has set out the goal of educating students to form and develop qualities and competencies based on educational contents and represented in all subjects and educational activities. The development of local educational models for students in high schools has become more and more urgent. Local education models for students will help teachers easily apply and choose suitable models to organize teaching activities in accordance with students' characteristics and institutional conditions available to effectively achieve educational goals, thereby meeting the renewal of General Education Program 2018. Hence, there is a need to systematize and inherit related domestic and international research works to serve as a basis for building and proposing local education models for high school students in accordance with specific local practices.

Keywords: *High school students, local geography, local education, local history.*

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TỔNG QUAN NGHIÊN CỨU VỀ GIÁO DỤC ĐỊA PHƯƠNG CHO HỌC SINH PHỔ THÔNG

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Tóm tắt

Trước những đòi hỏi, yêu cầu của cuộc công nghiệp hóa, hiện đại hóa đất nước, trong bối cảnh hội nhập khu vực và toàn cầu hóa quốc tế, Chương trình Giáo dục phổ thông 2018 đã đưa ra mục tiêu giáo dục học sinh hình thành, phát triển phẩm chất và năng lực thông qua các nội dung giáo dục. Mỗi nội dung giáo dục đều được thể hiện ở tất cả các môn học và hoạt động giáo dục. Việc xây dựng các mô hình giáo dục địa phương cho học sinh các trường phổ thông càng trở nên cấp thiết. Các mô hình giáo dục địa phương cho học sinh sẽ giúp giáo viên dễ dàng vận dụng, lựa chọn mô hình phù hợp để tổ chức dạy học giáo dục phù hợp với đặc điểm đối tượng học sinh, phù hợp với điều kiện thực tiễn của nhà trường nhằm đạt hiệu quả mục tiêu giáo dục, đáp ứng đổi mới Chương trình Giáo dục phổ thông 2018. Vì vậy, cần có sự hệ thống và kế thừa các công trình nghiên cứu liên quan ở trong và ngoài nước để làm cơ sở xây dựng và đề xuất các mô hình giáo dục địa phương cho học sinh phổ thông phù hợp với thực tiễn của từng địa phương.

Từ khóa: *Địa lý địa phương, giáo dục địa phương, học sinh phổ thông, lịch sử địa phương.*

1. Introduction

Local education is to use local fundamental issues, information, and facts about culture, history, geography, economy, society, environment, vocational guidance to supplement the content of compulsory education uniformly throughout the country, in order to equip students with knowledge about where to live, foster students' love for the homeland, sense of understanding and applying what they have learned to contribute to solving the problems of the homeland (Ministry of Education and Training 2018).

In the current context of educational innovation and international integration, local education plays an even more important role. It helps to train people with sufficient qualities and capacity to adapt to the new context. Local education provides students with knowledge and pride in their locality, promoting the image of the locality to domestic and international friends. Students would be educated to be global citizens but still able to preserve local cultural identity, national culture, so countries around the world always attach importance to higher education, associated with each educational institution.

Currently, the country is concentrating mainly on implementing the General Education Program 2018, with an aim to form and develop students' main qualities such as patriotism, compassion, hard work, honesty and responsibility; nurturing the soul, forming personality, knowing how to love nature, family and homeland; awareness of origins; love for beauty, goodness and positive emotions; having interest in learning, love of labor; morality and uprightness in study and life; having a sense of responsibility for themselves, their families, society and their surroundings. Together, it helps students initially form common competencies and develop specific competencies. To achieve this goal, the whole political system needs to join hands, along with the active participation of families, communities and society. Thus, in order to meet the program objectives, the quality and results of teaching and education must always be the top concern in schools, improving the quality of teaching and education needs to be considered the most important task because investment in the quality of education is an investment in development. The process of fundamental and comprehensive reform of education and training

is the renewal of major, core and urgent issues, from rationalities to objectives, contents, methods, mechanisms, policies and conditions to ensure implementation; innovation from the leadership of the Party, the management of the State to involved institutional operations, participation of families, communities, society and learners themselves; innovation at all levels and disciplines. Education and training development must be associated with the needs of economic, social, and cultural development and national defense; with scientific and technological progress; in accordance with the laws of objectivity; shifting the development of education and training from mainly quantity to focusing on quality and efficiency, along with meeting quantity requirements (Ministry of Education and Training 2018).

Therefore, in order to reform education, it must be accompanied by social development, including the locality where students study. In the context that the whole country is trying to renovate the implementation of the New General Education Program, there is a need to pay attention to the connection between teaching and education in the general curriculum with local education. It is necessary to consider local education an essential and urgent activity in high schools. In fact, in the context of educational reform, many educational institutions only pay attention to the renewal of textbook curriculum content, but less attention to the contents of local education and training for students. What needs to be done to enhance the quality of teaching and training in terms of develop learners' capacity, quality, and personality to meet the requirements of integration and innovation, that is a big question. Hence, from educational practice, we realize that local education for high school students nationwide is an urgent issue that is posed in the process of educational reform to achieve the set goals and meet the needs of society.

In the context of industrialization and modernization of the country, regional integration and international globalization, the development of local education models for students of high schools across the country has become more and more urgent. Models for local education will help teachers easily apply and organize teaching activities based on students' characteristics, in accordance with the practical conditions of the school in order

to effectively achieve educational goals, meet the reform of the General Education Program in 2018, contributing to making education truly the driving force of social development. Therefore, it is necessary to systematize and inherit relevant domestic and international research works to serve as a basis for building and proposing models of local education for high school students in accordance with the reality of each locality.

2. Research works on local education for high school students

2.1. Research works on local education for high school students in the world

Bramley et al. (2011) argue that funds invested in local services such as education have long been allocated to localities according to needs although in reality, these needs often tend to reflect on the past. It also suggests that policies to reduce neighborhoods such as poverty and deprivation issues, planning, housing and registry policies towards promoting community ownership and income should also be supported. Such policies are necessarily longer-term, with a greater role in urban growth and change.

Meanwhile, Suminar et al. (2016) developed several learning models in a valuable life skills education program for rural communities. The developed learning process focuses on five components: (a) syntactic pattern learning, (b) social systems and norms with a prevailing learning atmosphere, (c) the impact of the learning interaction management model, (d) support systems, facilities, materials and learning environments, (e) the impact of companion instruction and learning outcomes.

Williams and Wainwright (2015) initiated "A new pedagogical model for adventure in the curriculum: part two - outline the model" considered as a new pedagogical model for adventure in the curriculum. It is built on part of an important, historical theoretical basis in the research and development of outcomes of outdoor adventure education (OAE), thereby identifying what is necessary for students to achieve maximum benefits from their outdoor activities through adventure experiences. The study results confirmed that: The four irreplaceable characteristics of a model for OAE identified are primarily outdoor activity, experiential learning, choice challenge, and risk management. Key concerns arising from the

implementation of these irreplaceable features are to be considered. These include encouraging students to take more responsibility for their own learning, developing stronger links between the school's OAE and local opportunities, supporting teachers to make assessments of their own risk management, developing teachers' expertise in reviewing and developing assessment tools to measure their own student learning. Key concerns arising from the implementation of these irreplaceable features are to be considered. These include encouraging students to take more responsibility for their own learning, developing stronger links between the school's OAE and local opportunities, supporting teachers to make assessments of their own risk management, developing teachers' expertise in reviewing and developing assessment tools to measure their own student learning (Williams & Wainwright, 2015).

Poppy Arfanda and Arimbi (2020) contended that: Physical education is one of the subjects in primary school to develop students' physical and emotional abilities. The physical education learning model was developed to increase students' interest in learning. Many local cultures in Southern Sulawesi can be integrated into physical education. Games development researchers in Hadang Research evaluated physical education learning trials based on local cultural activities with 36 primary school students. The team used four physical growth variables to measure the success of the learning model: agility, speed, reflexes and cohesion. Research results indicated that the local culture from games can be used as a model of physical education learning and physical growth of students.

In the same line, drawing from their study Sugiyo and Purwastuti (2017) came up with a learning module designed to integrate local knowledge into Personality Education has been developed. The materials of local knowledge are used to enrich the materials of Batik, Arts and Social Sciences. Testing showed that teachers were successful in integrating local knowledge based on personality education into these subjects. Similarly, Hamid & Jahja (2016) suggested that schools can cooperate with local authorities to clean up waste in every village in Jakarta, Indonesia. Some of the schools that have put into practice are Chef Mas's

Early Childhood Education (PAUD) in Depok, West Java. Students do not need to pay for school tuition, but only deposit their waste in the school's garbage collection bank and then give it to the collector and be partially disposed of. School can make statistics on local culture and religious values that can be integrated in learning activities to shape students' personalities. For students living in coastal areas, for example, they can experience being fishermen to read wind direction and retrieve fish in the sea with real tools aimed at keeping marine ecosystems from being overexploited. (Hamid & Jahja, 2016).

Thea DePetris and Eames (2017) indicated that effective school-community partnerships in Aotearoa New Zealand will thrive through a number of community-based development projects in the education program, the model of cooperation between schools and communities is established according to a process of three main stages: planning, implementation and maintenance, as well as initiatives on environmental protection programs in the community. This research has also provided some guidance for developing community-based action opportunities for children and young people through school-community partnerships. In addition, professional development related to the key themes of action opportunities offered through school-community partnerships is important to increase teachers' abilities and their ability to synergistically deliver these into their respective curricula. The school-community partnership model will develop a collaborative program in the context of a shared purpose of environmental action, while helping teachers integrate relevant curricula in their respective curricula. Through this model, children and young people are given authentic learning opportunities while enabling students to contribute to making a positive difference to their communities.

The study results by Julianto and Subroto (2019) are reflected in the teacher's initial step of preparing himself by transforming himself to become a multicultural person. The different things that schools can implement include: (1) planning multicultural education, (2) implementing multicultural education based on local multiculturalism, (3) following local multicultural education strategy. The study suggests that teachers must be willing to exercise

self-transformation and self-reflection in defending and teaching a multicultural institution. Teachers need guidance and direction so that students can maximize their role. Also, Hannon et al. (2019) relayed that the twenty-first century with a constantly innovating science and technology environment, it has the potential to transform learning. Connecting a learning environment through the local community is essential, this aims to connect organizations involved in education, counseling and knowledge sharing for learners. The combination of schools, local communities, businesses, as well as government agencies will create opportunities to achieve educational goals.

Likewise, the study conducted by Zanaty and Eisaka (2015) highlights three characteristics of the FIR-6E teaching model, including: (1) The whole meaningful task is considered motivation to learn; (2) Learner-centered development in the way to act as a co-responsible person for a competency development process; (3) Provide a renewed interest in the approach to learning through the benefit of integrating technology in education for sustainable development. Pilot groups that will be exposed to FIR-6E can develop their self-regulation skills, such as problem-solving, goal-based scripting, higher critical thinking, and a peer educator positive approach through disseminating their information to the community.

Joyce et al. (2003) devised a learning model that helps students easily learn information, ideas, skills, values, ways of thinking and means to develop themselves. The most important long-term outcome is students' ability to learn more easily and effectively in the future, both because of the knowledge and skills they have acquired and through learning models, students master learning processes. Through teaching models, successful teachers do not simply engage and persuade students through lecture presentations. Instead, teachers engage their students in cognitive activities and social tasks and teach them how to learn effectively. Therefore, a key role in teaching is to foster dynamic and creative students. The research results also measure the levels that students achieve such as self-esteem, social skills, information, ideas, creativity, learning purpose, as well as the ability to actively acquire knowledge and self-study of students to bring high efficiency.

Tran (2011) posited that local education has been respected and possessed a variety of teaching methods such as: (1) Select the contents of local education to be included in the lecture, basic and regional features; (2) Assist students in collecting and exploiting materials in various sources; (3) Invite speakers to participate in the session; (4) Organize activities for students to find out the local historical facts; (5) Organize experiential tours at historical museums, historical relics, etc.; (6) Organize demonstrations and display of local products that students and their parents have researched; (7) Organize for students to participate in knowledge contests.

2.2. Research works on local education for high school students in Vietnam

The content of education and training has been interested by the education and training sector at all levels, especially local history and geography education, local culture for students, so since 2007, the Project of Teacher Development at Primary level - Ministry of Education and Training has organized the compilation of guidance documents on teaching local history and geography (Ministry of Education and Training 2007a), (Ministry of Education and Training 2007b).

In addition, since 2008, the Ministry of Education and Training has issued Official Letter No. 5982/BGDĐT-GD dated July 7, 2008 on guiding the content of local education programs at general education levels from the school year 2008-2009 (Ministry of Education and Training, 2008). Based on the distribution of History and Geography programs in grades 4 and 5 at primary level, some provinces and localities have directed units and individuals to research and compile educational materials for primary students such as:

Vu (2011) proposed in Thai Nguyen Province 08 themes of 07 subjects: History, Geography, Ethics (including life skills education and prevention of some critical diseases and environmental protection), Arts, Music, Crafts/Engineering and Education outside of class. The topics are compiled by the author into teaching materials on History, Geography, Culture, Customs, Environment,... of Thai Nguyen Province for primary school teachers in order to teach the content of local education.

Ngo et al. (2013) compiled the contents on

History, Geography, luminary and culture of Ba Ria - Vung Tau Province. This is a document serving the teaching and learning of the 4th and 5th grade curriculum in Ba Ria - Vung Tau Province. (Ngo et al., 2013).

Tran (2013) pointed that although there are positive signs in teaching local History, there are still some limitations that need to be overcome. Therefore, the author recommends that in order to teach local History, it is necessary to approach the following issues: (1) Approach the objectives of teaching local History; (2) Access to teaching content; (3) Approach to teaching methods and forms; (4) Approach to testing and assessment in teaching and evaluation.

Le et al. (2016) through researching community development projects supported by JICA, have applied rich experiences in community development of Japan and other countries to Vietnam and have gained lessons of practical significance, support with Vietnamese agencies and localities to implement community development projects, easy to understand and use in accordance with Vietnamese traditions, cultures and customs, profound knowledge of community development in Vietnamese localities, this will contribute to education for high school students flexibly in accordance with the actual situation of each locality.

Nguyen (2017) integrated teaching materials for students from grade 1 to grade 3 titled "Khanh Hoa - life around us" with folk games, puzzles about objects, animals, fruit trees, natural phenomena, cuisine, cultural relics of the province; teaching materials for students in grades 4 and 5 with the theme "Khanh Hoa - social life" about nature, islands, countryside, ethnic groups in Khanh Hoa, History, events, characters, festivals; teaching manuals, suggestions for designing some lessons at primary school level in the direction of integrating and developing students' capacity. Similarly, Vo et al. (2018) gave an overview of the formation of Bac Lieu Province (For grade 4 students); History - cultural relics of Bac Lieu Province (For grade 5 students) and Bac Lieu - land rich in revolutionary traditions and culture (For students of all levels).

In addition to the documents that have been compiled by units and individuals to teach History,

Geography and Culture,... For each locality, there are also works that have been researched by the authors such as:

Hoang (2012) launched "Some forms of teaching knowledge of local history for primary students" including: Related knowledge of local history in teaching ethnic history lessons; Organize a quiz game about local history; The organization has sightseeing and extracurricular activities at historical relics, museums near the school,... Nguyen (2013) stated the purpose, significance, and importance of local history education, as well as the current situation of local history education in Dong Thap Province. Since then, the author has proposed a number of solutions to improve the effectiveness of local history education activities such as: raising awareness of managers, teachers, students and people about the role and meaning of local history; interested in directing the development of the program; Organize fostering and training for teachers of History; strictly manage teaching-learning activities, diversify forms of education;...

Mai (2014) launched the process of 06 steps: Step 1: Learning the historical stages in the program; Step 2: Learning and collecting historical events, historical relics, historical characters,... of the locality involved in the ethnic historical process included in the program; Step 3: Dividing historical events, relics, characters,... collected chronologically; Step 4: Finding out what the objectives and content of the lesson belong to the historical stage, depending on the lesson type; Step 5: Integrating the content of educational knowledge into the lesson; Step 6: Making lesson plans.

Bui (2017) has shown the values of the Nguyen dynasty geographical documents and believed that teaching local history is one of the important contents contributing to fostering and improving professional qualifications for History pre-service teachers. Meanwhile, To (2018) contended that Geography is a subject that can integrate many educational contents of love for the homeland and country. In particular, local geographical knowledge plays an important role in helping young generations understand and appreciate the potential of natural conditions, natural resources and the local economic and social situation, thereby helping them orient

their careers, productive labor, etc., contributing to building a rich and beautiful homeland. The author assessed the role and position of local geography in the general geography program; knowledge of local geography with the teaching of Geography grade 10. Thereby, it has been proposed to integrate local geographical knowledge of An Giang province in teaching Geography grade 10 through resources to collect local geographical knowledge of An Giang Province and integrate it into teaching Geography 10 and propose some numerical methods, contents and teaching methods that can be applied to integrate local geographical knowledge in An Giang Province such as (1) Conversational method; (2) Method of interpretation; (3) Methods of using visual aids; (4) Statistical and collecting methods. Through research, the author concluded that: Local agent knowledge is not only integrated through classroom lessons but also teachers can provide students through visits and trips to sources at tourist sites, museums, historical relics of An Giang locality; through picnic camps, competitions to learn about the homeland and people of An Giang Province... From there, it helps students acquire labor knowledge from many different sources, in various attractive forms.

Mai (2019) proposed a number of principles for integrated teaching of local history and geography, including: Ensuring the objectives of History and Geography; Ensuring the appropriateness for students' ability when integrating local history and geography content in teaching History and Geography subjects; Ensuring compliance with local practices; Ensure the feasibility and effectiveness of integrating local history and geography content in teaching History and Geography subjects; Ensure flexibility and creativity towards the development of students' learning capabilities. Thereby, the author has also proposed the teaching process of integrating local history and geography content in teaching History and Geography subjects in primary schools, including: Defining the objectives and contents; Selecting appropriate knowledge integrated into the activities in the lesson; Selecting appropriate methods and forms of teaching organization; Organizing teaching activities to integrate local history and geography content in teaching History and Geography subjects; Inspecting and evaluating teaching results integrating local history into lessons.

Hoang (2016) also affirmed the significance of teaching content in lower secondary schools, as well as assessed the current situation of content program distribution, teaching materials, teaching methods, teaching assessment tests for secondary school students in Lang Son Province. On that basis, the author has proposed measures to improve the quality of teaching for lower secondary school students in Lang Son Province such as: (1) Designing and organizing intellectual lessons; (2) Developing thematic topics associated with interdisciplinary learning projects and exercises; (3) Organizing field and extracurricular teaching; (4) Organizing scientific research competitions at all levels on local history.

Nguyen (2016) showed the significance of using local intangible culture for teaching Vietnam History in high school. On this basis, the author put forward measures such as (1) Using of intangible cultural heritage materials in classroom lessons; (2) Using local intangible cultural heritage materials to conduct classroom lessons; (3) Organizing for students to participate in local traditional festivals.

Phan (2017) applied experiential activities to teach local history based on the contents (1) Experiencing historical relics, culture; (2) Experiencing local traditional craft villages; (3) Experiencing cultural festivals; (4) Experiencing competitions to learn about local history and traditional culture. On that basis, the author believes that each experiential activity has its own meaning, so it is necessary to flexibly organize it to suit each specific student, space and time.

Huynh (2019) pointed out the importance and situation of education through experiential activities for primary students, as well as the current status of students' understanding of Kien Giang Primary Education; thereby, the author has given a number of research orientations to meet urgent scientific and practical requirements such as:

+ Develop a framework for scientific reasoning on education through experiential activities for primary students; identify the basic components that make up local history, thereby selecting the comprehensive, systematic, focused, elite and high-value content of Kien Giang's local history in primary student education.

+ Conducting surveys to clarify the current situation, especially the models of educational institutions through experiential activities in terms of awareness, implementation organization, results, advantages, limitations and causes of the current situation.

+ Designing models with a system of educational experience activities for primary students that are scientific and artistic, meeting the nature of the characteristics and rules of movement of local history education practice.

Nguyen (2019) also pointed that teaching local history is very important, so it is necessary to choose typical contents, suitable to the characteristics of each locality to educate students, this requires a complete and accurate study of the materials in order to select appropriate content for each student. In the meantime, Huynh (2020) proposed models such as (1) Reading books, local history; (2) Organizing lively visits and educational exchanges for students; (3) Organizing contest for students to experience local history. Thereby, the author believes that each of the above models has strengths in implementing specific educational goals and contents. The organization of education will lack vividness, attractiveness, and it will be difficult to fully promote the autonomy and creativity of the implementing subjects. Therefore, it is necessary to have an integrated model with many methods and organizational forms, especially combined with games to achieve optimal educational results for students.

Ho et al. (2023) outlined the viewpoints of approach, as well as scientific arguments to propose the process of organizing capacity fostering activities for teachers to meet the requirements of implementing the content of education and training at high school heads. Since then, the authors have proposed the process of organizing capacity fostering activities for teachers in 03 steps, including: Step 1. Determine the list of competency training topics for teachers to meet the requirements of implementing education content for students in high schools; Step 2. Design outlines and contents of capacity building topics for athletes to meet the requirements of implementing education and training in high schools. Step 3. Organize capacity building courses for athletes to meet the requirements of implementing education content in high schools.

Through the process of reviewing a number of domestic and international research works related to local education for high school students, many authors/groups of authors show interest in the field of research. However, research works in Vietnam only focus on compiling documents on the contents of teaching local history and geography for primary students of each locality; teaching methods; the education model; or propose an integrated teaching process in History and Geography for primary students. There is no model process on which localities and primary schools can base themselves on developing local educational content for high school students.

3. Conclusion

Based on an aforementioned overview, the world has focused on researching models of local education such as: (1) Valuable life skills education model for rural communities, cooperative community education to develop effective cooperation between schools and community, personality education based on local knowledge in primary school, environmental education based on local knowledge, physical education based on local culture, multicultural education based on education in primary school; (2) Strengthening education for sustainable development through learning cycle teaching models, new pedagogical models for curriculum adventures, teaching models, and some teaching methodology for local education; (3) Outcomes-based resource allocation model for education services, local learning ecosystems: Emerging models. These models can be researched and applied to local education for high school students in Vietnam. Model of integrating education content through experiential education activities for students; Model of organizing local revolutionary traditional educational activities for students; Model of integrating education content in interdisciplinary teaching for middle and high school students; Model of career counseling, entrepreneurship and post-secondary stream to meet the content requirements of education for students; Model of coordination between schools, families and society to organize the implementation of educational content for students.

For research works related to local education in the country, the research on offering models of local education to apply for teaching high school

students is still insufficient, but mainly researching the compilation of local educational materials for some subjects for high school students such as: (1) Studying and compiling teaching and learning materials of provinces' local history, mainly those for primary school students; (2) Researching on some forms of teaching local history knowledge for primary students, study the integration of teaching local history into teaching History and Geography modules for high school students, research solutions to improve the quality of teaching local history content, propose some principles for integrated teaching; (3) Research on the use of local documents, historical events and intangible cultural heritages to integrate the development of local educational materials for students; (4) Research works related to the organization of experiential activities, or propose models of organizing experiential activities to educate high school students. However, the research results on education in Vietnam, as well as in the world, can be inherited to build a number of educational models for high school students in Vietnam such as: Model of integrating education content in teaching History and Geography for primary students; Model of integrating local education content through experiential education activities for students; Model of organizing local revolutionary traditional educational activities for students; Model of integrating local education content in interdisciplinary teaching for middle and high school students; Model of career counseling, entrepreneurship and post-secondary stream to meet the content requirements of local education for students; Model of coordination between schools, families and society to organize the implementation of local educational content for students.

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