USING GRAPH DIAGRAMS TEACHING THE HISTORY OF VIETNAMESE COMMUNIST PARTY IN CURRENT UNIVERSITIES AND COLLEGES

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Abstract. *Using Graph in teaching is an active teaching method to promote the initiative and creativity of learners. The scope of the research has focused on systematizing the general theoretical basis of using Graph diagrams and analyzing the advantages of using it in renewing teaching methods of History of the Vietnamese Communist Party. From there, proposing principles and procedures for designing and applying Graph diagrams in renovating educating methods of History of the Communist Party of Vietnam at universities and colleges.*

Keywords: Graph diagrams, teaching methods innovation, History of the Communist Party of Vietnam.

I. Introduction

History of the Communist Party of Vietnam is a common compulsory subject in 5 subjects of political theory under the college and university level training programs in educational and training institutions of Vietnam today. Political theory in general and History of the Communist Party of Vietnam in particular play an important role in political education for learners, the formation of dialectical consciousness and progressive revolutionary actions according to the country's socialist ideological stance. Stemming from the characteristics of knowledge, characteristics and characteristics of the subject, students need to have appropriate and effective skills, techniques, and learning methods for themselves to quickly access knowledge, understand and apply the knowledge they have learned effectively. Graph is one of the most active teaching methods, with advantages in helping students systematize rigorous, logical and scientific knowledge in the learning process. However, in terms of construction, design process and steps to use graph diagrams applied in teaching History of the Communist Party of Vietnam, there has not been a formal study around this topic. Since then, the use of Graph diagrams in the renewal of teaching methods of History of the Communist Party of Vietnam will positively improve the qualities and abilities of students in the process of learning and researching subject content.

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II. Theoretical background

2.1. Concept and structure of the Graph diagram

In 1958, in France Claude Berge wrote "*Graph theory and its applications*" [4]. In this book, the author has presented the basic mathematical concepts and theorems of graph theory, especially the application of graph theory in many different fields. In recent years, graph theory has been studied in many countries around the world. Specifically, Graph originated as one of the theories of mathematics and has been studied in other sciences. In the world and also in Vietnam, there have been many authors researching and transforming Graph Mathematics into teaching as a teaching approach.

- According to the English Vietnamese Dictionary, Graph means a graph, chart, network, circuit consisting of one line or more lines representing the variability of quantities. But graph in graph theory is derived from "Graphic" which means to create a clear, detailed, vivid image in thinking.

- According to Trinh Duc Long (2004), the Graph diagram is a diagram in the style of "the network of relationships between objects in the system that makes up the whole" [5].

- According to Phan Thi Minh Thuy (2009), "Graph is also considered a visual medium, enhancing and expanding students' senses, impressing the vision, changing the point of view, creating students' attention during class. It complements and supports the teaching of teachers when verbal expression is often limited by time, specificity, liveliness, concentration ... to control the cognitive activity of students" [6].

In terms of structure, Graph is built on two sets: one, the set of vertices and two, the set of arcs (edges). From there, to design a complete graph, it is necessary to ensure two elements: the set of vertices and the set of arcs.

- The vertex of a graph is the representation of a content or unit of knowledge. The vertex notation of the Graph is very diverse, be it with letters (A, B, C, D, etc..) or geometric symbols (squares, circles, etc..). The way the top notation of the Graph does not determine the nature of the Graph, so it can be flexibly transformed according to the learner's wishes.

- Graph's arcs are straight segments to connect graph's vertices together. The representation of straight segments representing Graph is relatively free as it is: the arc length can be long, short, small, and dark, and the representation of the arc in any form does not change the nature of the Graph... The main determinants in the graph are the number of arc lines, the number of vertices and the relationship of arc lines and vertices.

2.2. Advantages of using Graph diagrams in teaching History of the Communist Party of Vietnam

Graph is used to systematize concepts in learning materials to encode and visualize the relationships of knowledge components, Graph is used to structure the content of documents, textbooks and Graph is used to guide learners to self-study. At the same time, when using graphs when reviewing, practicing can systematize a large amount of knowledge logically while still making it easy for learners to grasp and consolidate the whole. It is easy for learners to understand the key, important knowledge at the tops of the graph and also the

development logic of an entire knowledge system. Visual images are symbols for the memorization and reproduction of students' knowledge. Since then, Graph used in renovating the teaching method of History of the Communist Party of Vietnam has some advantages as follows:

Generality: When looking at the Graph, we will see the totality of the knowledge, the development logic of the problem and the relationships between them. Knowledge is presented in a specific, complete and understandable way when we come into contact with knowledge through graphs.

- Intuitiveness: Expressed in the arrangement of clear, beautiful contact lines, logical layout, can use symbols, colors, bold lines to emphasize important content. This property of the graph speaks in part about the principle of ensuring aesthetics when building a diagram that systematizes knowledge.

- Systematicity: Shows the sequence of knowledge of the chapter, the development logic of knowledge and summarizes the key knowledge and related knowledge. In the graph, knowledge is arranged correctly, going in the right sequence. This ensures that the acquisition of knowledge from the diagram is easier and more complete.

- Conciseness: Graph allows the use of abbreviation symbols and conventions at vertices, so it raises the most essential signs of knowledge, eliminating secondary signs of concept. The diagram will not be too wordy and will not lose its scientific.

- In terms of comprehension: Learners can easily grasp the central, important knowledge at the tops of the graph and also the development logic of

an entire knowledge system. This can improve the learning efficiency in learners and the teaching process of teachers.

Thus, using Graph in learning is necessary to promote the positivity, initiative and creativity of students. At the same time, lecturers using Graph will also be able to flexibly apply Graph to design student learning activities. Since then, it has brought high efficiency in the process of teaching History of the Communist Party of Vietnam in universities and colleges.

2.3. Principles of using Graph diagrams in innovation of teaching methods of History of the Communist Party of Vietnam

2.3.1. Principles to ensure the practicality and objectives of the subject

The purpose of teaching and education is "learning with practice", all scientific knowledge, after all, is derived from practice and in order to verify science, it must also use practice to prove. Therefore, the use of Graph diagrams must both ensure the transmission of the practical content of history and ensure the application of theory to explain events arising in reality.

At the same time, using Graph in teaching the History of the Communist Party of Vietnam needs to stick to the lesson objectives and the requirements set out for students when performing the lesson. The identification of teaching objectives will guide teaching and learning activities, as well as the basis for selecting content, teaching methods and evaluating the results of a lesson. Teaching goals are the key factors that teachers and learners should aim for. Therefore, when choosing a Graph diagram, it is necessary to base on the goal, content, and form of the lesson to apply the diagram appropriately, avoiding

overloading information during a lesson. From there, consider when to use diagrams to create excitement for students.

2.3.2. Principles of ensuring scientific and aesthetic

In the process of building learning activities, teachers need a method to systematize knowledge in the most concise, straightforward and understandable way possible. Graph should emphasize historical events, event content, historical evidence and historical significance. At the same time, the use of Graph for the knowledge system to be conveyed through the diagram must clearly reflect the lesson content, the relationship between closely linked content, and vivid and highly suggestive images. The construction of knowledge should ensure the objectivity of the teaching content.

In addition, ensuring the aesthetics of the Graph diagram is also an extremely important factor in order to attract learners' interest. When designing a Graph diagram, teachers need to arrange the space between the spaces to create a harmonious and balanced layout. Thus, the amount of information and knowledge transmitted to students will reduce the possibility of confusion, duplication of information, and disjointed arrangement of information. The information put on the diagram system should have high accuracy, the content should be concise, easy to see, easy to read and more importantly, easy to understand. Moreover, building a system of illustrations with eye-catching colors is also a factor that needs attention. The process of learning History of the Communist Party of Vietnam using images easily helps memory stay longer through vivid visual images.

2.3.3. Principles to ensure the effectiveness of promoting the activeness, self-discipline and cooperation in learning of students

Activeness, self-discipline and cooperation in learning play an important role in improving students' learning efficiency. The nature of teaching in the direction of promoting the activeness, initiative, creativity, and cooperation of students must derive from the needs, motivations and conditions of the learners themselves.

The principle when using Graph diagrams to achieve high efficiency is not to force or constrain a common thought for all students. Teachers use Graph diagrams in teaching to help students grasp the key and important knowledge at the Graph vertices and also the development logic of the knowledge system. Through the diagram, teacher will help students have the right orientation on the subject. Students will be active, proactive and creative in acquiring and expanding knowledge. Students can exchange, discuss and directly participate in expanding the contents of the Graph according to their own needs to suit scientific requirements. From there, students get the most general view of the object and help them process information quickly and accurately, decipher hidden data, and promote thinking ability.

III. Using Graph diagrams in the stages of teaching the History of the Communist Party of Vietnam at universities and colleges

3.1. Design process

Step 1: Determine the goal of the lesson to build a Graph to improve the learning efficiency of History of the Communist Party of Vietnam

Before each lesson, teachers need to clearly and correctly determine the

requirements to be set about the quality and capacity of students. In that process, teachers apply Graph diagrams to teaching, be creative in the teaching process, condense knowledge and easily transmit it to learners. Students who have access to knowledge based on Graph diagrams will have an active, positive spirit, ready to learn in the learning process.

Step 2: Select teaching content to organize teaching using the knowledge systematization diagram to improve the learning efficiency of the History subject of the Communist Party of Vietnam

Selection of teaching content is the selection of requirements to be met specified in the curriculum of the History of the Communist Party of Vietnam for content topics according to the detailed course outline issued by the Ministry of Education - Training and of higher education institutions.

Firstly, it is necessary to carefully study the contents of the curriculum and textbooks for professional and amateur students, especially the lecturers should actively study the political outlines and documents of the Party Congresse, using it as the main source of material for schematic design.

Secondly, the teacher uses the learning materials used in the subject (required documents and reference materials) to research and select the most important and typical knowledge and details to build a Graph diagram.

Step 3: Select the type of Graph for each teaching content and activity

Firstly, the Graph diagram applied in the teacher's introduction of a unit of knowledge to students needs to be clearly defined from the beginning and adhere to

the structural system of the knowledge components. The content of knowledge will go from general to detail, from abstract to concrete, from historical events to the meaning of historical details The lecture outline is built to clarify the logic and science of knowledge built on Graph diagrams.

Secondly, the Graph is built for learners to think exploratorily and systematize the knowledge provided or suggested by the teacher. Graph diagram allows learners to represent knowledge in a visual, highly practical form in life that has been strongly connected. At the same time, this process gives students the opportunity to analyze the content of the lessons to exchange and discuss with other students to find ways to systematize knowledge, build a complete Graph of both content and form.

Thirdly, Graph diagrams are used to reinforce knowledge, test, evaluate, and practice. Graph diagrams help students retain knowledge longer, better understand the nature of the problem, and apply to explain practical events. Consolidate knowledge according to logical systems, build structures according to Graph diagrams to help learners improve their generalization ability.

Step 4: Build a Graph in History of the Communist Party of Vietnam

Based on the collected materials, the lecturer builds a Graph to represent the knowledge of the subject's content, suggest and help students discover knowledge by themselves. At the same time, it is possible to consolidate and test lesson knowledge through the use of Graph by students.

The main task of this step is:

determining the structure of the diagram, making a title and determining the content to be presented for each section, each item according to a strict scientific logic. The knowledge content circuits need to follow the internal logic in each chapter and part of the History of the Communist Party of Vietnam; expected content presented in class, suggestive content for learners to research and discuss on their own; determine the time, method and means used for each chapter, section, section and each unit of knowledge.

3.2. Using Graph diagrams for the introduction of the lesson's knowledge

Graph is one of the most effective teaching methods in knowledge distillation. The teaching process using Graph helps students to exploit and absorb new knowledge through the observation of the diagram in combination with studying the subject material. From there, the lecturer summarizes the knowledge and illustrates through the vertices and arcs of the Graph in a certain logical sequence of the lesson (illustrated in Figure 1). In turn, the order of subsequent knowledge content is also introduced by the lecturer in the manner of re-modeling the knowledge content in the most general way. Using a Graph that forms vertices and is connected by arcs will make the amount of introductory knowledge more general, concise, and more intuitive.

For example: On teaching Chapter II "The Communist Party of Vietnam led two resistance wars, completing national liberation and reunification (1945-1975)"; the lecturer first introduces the content of section 1 related to the knowledge content of "The Communist Party of Vietnam led in building and protecting the revolutionary government, resistance against the French colonialists (1945-1954)". First, the lecturer introduces the lesson content (Figure 1), then continues to expand each knowledge unit through the following Graph:
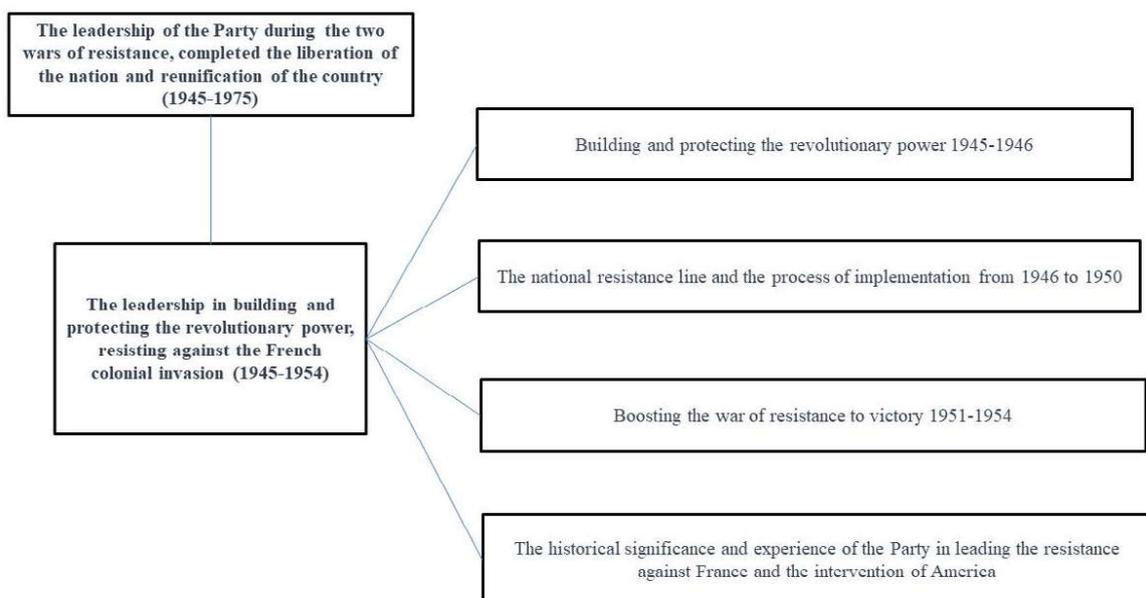

Figure 1: An overview of the Communist Party's leadership in building and defending the revolutionary government and resistance against the French colonialists (1945-1954)

3.3. Using Graph diagrams for learners' autonomy

Effective application of Graph diagrams requires careful examination of the syllabus and lesson content through a system of directional questions and exercises. Actively learning the content of the lesson beforehand will help students promote their learners' autonomy and facilitate the formation of a knowledge map system. The lecturer will ask a system of questions suitable to the content of each unit of knowledge to make the most of the students' knowledge and form a graph.

At the same time, in this process, the lecturer also needs to divide the class into discussion groups so that the students can exchange and expand the Graph previously suggested by the lecturer. From there, each student will discover and expand more content, not limited to the amount of available knowledge. After the exchange and discussion, students will make a Graph of knowledge content. Making Graph diagrams will help students re-systematize knowledge in a clear, logical way, increasing memory capacity.

The final stage of this process is the exchange and answering of questions, either student-student or student-teacher. This process allows the exploitation of students' capacity for self-research, self-study, criticism and creativity. Teachers and students exchange to edit the diagram for accuracy and science. Instructors will evaluate, comment and edit the Graph that students have made. If the system is not optimized and concise, the lecturer will offer solutions or introduce the types of diagrams that the lecturer has designed. After the exchange, students will grasp the strengths and errors in their diagrams, and reorient the lesson knowledge. This is extremely important in the process of self-formation and knowledge discovery of students. When students have completed the Graph, the lecturer and students will synthesize and remember the content of the lecture. Thus, through the application of Graph diagrams, students can promote self-study, self-forming and discovering knowledge of the lesson.
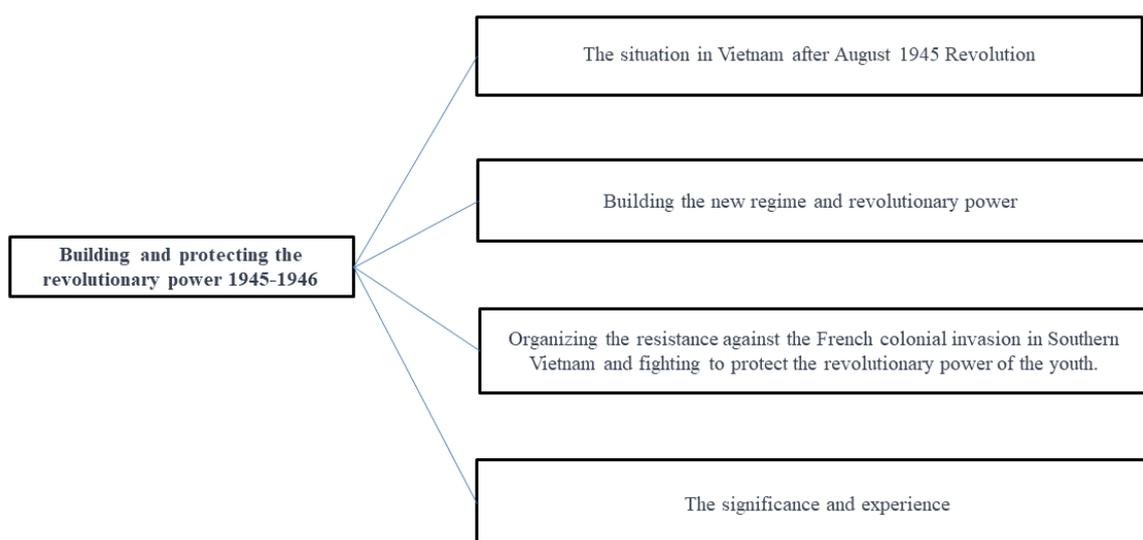

Figure 2: Building and defending the revolutionary government (1945 - 1946)

For example: When teaching Chapter II "The Communist Party of Vietnam led two resistance wars, completing national liberation and reunification (1945-1975)" Part I "The Party's Leadership in building and defending the revolutionary government and continuing the war against the French invasion (1945-1954)", the lecturer guides students to study the textbook content "Building and defending the revolutionary government 1945-1946". Lecturers can ask questions such as "Advantages and disadvantages of Vietnam after the August Revolution", "The policy of the Party in protecting the government"... After discussion, exchange and analysis, students can build a system of Graph diagrams like Figure 2 and can continue to expand the diagram themselves to elaborate on the 4 contents of the lesson:
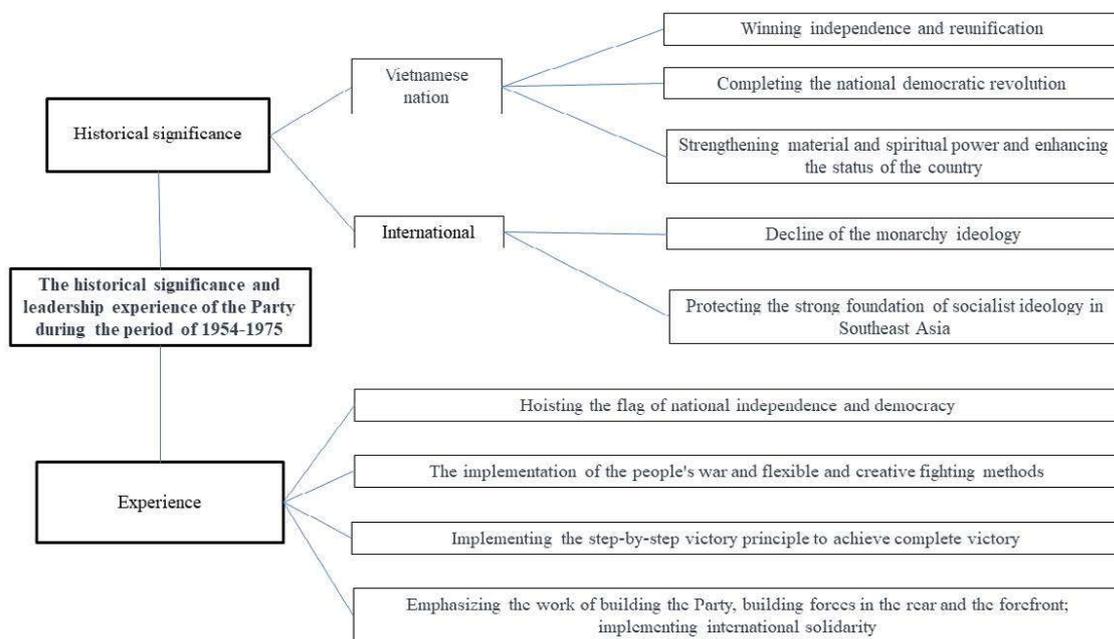
3.4. Using Graph diagrams for reinforcement, practice, and assessment

After a lesson, teachers usually consolidate and rehearse the core knowledge to help students understand and master the content they have learned. Consolidation and practice play an important role in solidifying knowledge, enhancing students' proactive mindset, explaining real-life events through practical application and honing students' problems solving skills. Teachers, when utilizing Graph diagrams to consolidate students' knowledge, should ensure requirements such as: re-systematizing the knowledge lists of the lesson, generalizing and summarizing the content of each knowledge category.

Figure 3: The historical significance and The Communist Party of Vietnam's leadership experience from 1954 to 1975

In addition, Graph diagrams are used as a tool, a means for lecturers and students to check and evaluate the students' acquisition of knowledge and skills.

Consolidation and practice have a close relationship with the examination and evaluation of students' knowledge, skills and techniques. The lecturer evaluates

the student's learning results through the extent of their work completion level - they are expected to systematize and draw a Graph diagram.

For example: After studying Chapter II "The Communist Party of Vietnam led two resistance wars, completing national liberation and reunification (1945-1975)" Part II "Leading the construction of socialism in the North and the resistance war against the US invasion, liberating the South to reunify the country (1954-1975)", the lecturer can assess the student's acquisition level through the exercise of summarizing said events' historical significance and leadership experience. A suggested Graph diagram can be presented as follow (Figure 3).

IV. Conclusions

Using Graph diagrams in innovating teaching methods of History of the Communist Party of Vietnam at universities and colleges is an objective necessity. Using Graph diagrams in teaching in general and for Party History in particular has proven the superiority of an active teaching method in the current context. In this research paper, we have focused on generalizing the advantages of using Graph diagrams in innovating teaching methods of History of the Communist Party of Vietnam. At the same time, the study also proposed a number of principles, schematic design and analysis processes, suggesting some Graph diagrams that can be applied to the stages of the current teaching process of The History of the Communist Party of Vietnam.

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