

How to Cite:

Anh, P. P., Hai, N. M., Thuy, T. V., & Tin, N. T. (2022). Solutions to improve the efficient learning of political theory subjects for students at Tay Nguyen University. *International Journal of Health Sciences*, 6(S5), 791–807. <https://doi.org/10.53730/ijhs.v6nS5.8758>

Solutions to improve the efficient learning of political theory subjects for students at Tay Nguyen University

Pham Phuong Anh

Tay Nguyen University, Viet Nam

Corresponding author email: ppanh@ttn.edu.vn

Nguyen Minh Hai

Tay Nguyen University, Viet Nam

Truong Van Thuy

Tay Nguyen University, Viet Nam

Nguyen Thien Tin

Tay Nguyen University, Viet Nam

Abstract---Political theory is a system of knowledge about the political field, reflecting the relationship of classes in gaining and holding power; expressing class attitudes and interests towards state power in a class society. It is an important part of mankind's theoretical treasure, the result of scientific research activities and practical summaries over many generations. The article evaluates the current situation of studying political theory subjects for students at Tay Nguyen University from which to see the advantages and limitations, thereby proposing some solutions to contribute to further improving the learning efficiency of the students. Political theory course for students at Tay Nguyen University.

Keywords---Learning, political subjects, students, Tay Nguyen University.

Introduction

Tay Nguyen University is a multidisciplinary university with 34 undergraduate majors, and recently, the training majors regularly have reviewed, updated, and adjusted the detailed outline of the general course and the curriculum specialized part of the training program. The Political Theory modules are also regularly updated and changed to suit practical requirements and meet the increasing needs of training programs according to the credit system and of employers.

Political theory subjects are taught to freshmen and sophomores and the importance of these subjects is to equip them with background knowledge and methodology for students to apply and research the entire principle of Marxism-Leninism as well as the system of political theory. Most of the students at Tay Nguyen University realize the importance of this subject and are quite aware of the subject knowledge. However, coming from the specific knowledge of the subjects, most students believe that these are difficult subjects with high abstraction, many students still have many difficulties in acquiring the knowledge leading to a lack of knowledge. The student's academic results and interest in learning are not high, there is a lack of preparation and study of the lesson before having a class, and a part of students do not understand the basic knowledge of political theory. Besides they are confused about applying theoretical knowledge to explain practical problems. Therefore, the study points out the student's learning situation about the strengths and weaknesses to have synchronous solutions that contribute to further improving the learning efficiency of political theory subjects for students at the University. Studying at Tay Nguyen University, improving the quality of training, and raising the brand name of the University.

Research Methods

Purpose: The analysis points out the positive sides and the negative sides of studying political theory subjects of students at Tay Nguyen University, so proposing some solutions to further improve the learning efficiency of political theory subjects for students at Tay Nguyen University.

Methodology: The article applies the sociological investigation method and combines several methods such as analysis, synthesis, generalization, and systematization to analyze and clarify the current situation of studying political theory subjects of students at Tay Nguyen University.

Main Findings: The study highlights the pros and cons of studying political theory subjects for students at Tay Nguyen University, from that, and proposes some solutions to further improve the learning efficiency of political theory subjects for students at Tay Nguyen University.

Applications: Research results on solutions relating to improving the learning efficiency of political theory subjects for students at Tay Nguyen University from a practical perspective help us see the advantages and limitations of studying theoretical subjects in student politics at Tay Nguyen University.

Novelty/Originality: The study shows the current status of studying political theory subjects of students at Tay Nguyen University, thereby proposing some solutions to further improve the learning efficiency of political theory subjects for students at Tay Nguyen University.

Literature Review

Regarding the content of learning political theory subjects at universities and colleges, there are now many works and articles by authors approaching from different angles. Specifically, some notable projects include the following:

The researcher of author Pham Huy Ky (2010), Theory and methods research, education of political theory, publishing House. Politics - National Administration, Hanoi presented several theoretical issues and methods of political theory

research and education, political theory teaching methods - the main content of activities in the current political theory education system of our Party.

Author's work Pham Van Linh (editor) (2017), Strengthen the quality of teaching and learning political theory subjects in universities and colleges, National Political Publishing House, Truth, Hanoi is a contribution of many domestic authors discussing the problem of teaching and studying Political Theory subjects at universities and colleges in Vietnam and at the same time, suggesting solutions that contribute to improving the quality of life high-quality teaching and learning of political theory subjects.

Author Lam Quang Thiep approaches from the perspective of quantification in education and proposes methods and evaluation criteria in education with the work published in 2012 on Measurement and assessment of learning activities in education school, Publishing House. Hanoi Pedagogical University. Specifically, with the above approach, the author has highlighted the concepts of measurement and assessment in education; provides the basic contents of measurement and assessment in education at all levels. Especially with the above work, methods of assessing learning outcomes have been outlined, and conditions, contents, constructions, and design criteria for evaluating the results of the methods have been outlined.

In addition, there is a multitude of works and articles published in domestic magazines that also mention some of the content of the topic such as Pham Van Linh (editor) (2017), Improving the quality of teaching, studying political theory subjects in universities and colleges, National Political Publishing House, Truth, Hanoi; Vu Ngoc Am (2009), Some issues on teaching methods of political theory, News Publishing House, Hanoi; Nguyen Nhu Hai (2006), Philosophy - Research and teaching issues, Publishing House. Hanoi Pedagogical University; Tran Thi Anh Dao (2010), Political theory education for current students, National Political Publishing House, Hanoi; Phung Danh Cuong (2017), "Teaching and studying political theory subjects at universities and colleges - Current situation and solutions", Journal of Political Theory, No. 6; Doan Duc Hieu - Phung The Anh (2015), "Innovating the curriculum and teaching methods of political theory subjects in higher education in Vietnam today", Journal of Political Science, (6); Dr. Nguyen Minh Hai - "The reality of studying political theory subjects of students at Tay Nguyen University"; MSc. Nguyen Khac Trinh - "Education of political theory in universities and colleges from Resolution 01-NQ/TW in 1992 to Resolution No. 37-NQ/TW in 2014". Nguyen Thi Tinh - "Solutions to improve the quality of teaching political theory subjects in universities and colleges"; MSc. Nguyen Anh Tuan - "The factors affecting the effectiveness of teaching political theory subjects in universities and colleges in our country today". Doan Van Khai, Mixing theory with practice - an important measure to improve the quality and effectiveness of teaching Marxist-Leninist science subjects, Ho Chi Minh Thought, Foreign Economic Review, No. 16/2006; Tran Van Hieu (2011), Actual situation of teaching and learning Political Theory - Survey subjects at Can Tho University, Dong Thap University and An Giang University, Science Journal, Can Tho University; Vo Minh Hung (2015), Some solutions to improve the teaching quality of political theory subjects of universities and colleges in our country today, Vietnam National University, Ho Chi Minh City.

The above works and articles have focused on researching issues relating to the teaching and learning of political theory subjects at colleges and universities in general, but it has not seen any works directly studying the issue of improving the learning efficiency of political theory subjects for students at Tay Nguyen University. Stemming from the practical requirements of training innovation in the current new context, especially improving the quality of training at Tay Nguyen University in general and the learning quality of political theory subjects in general is necessary both in theory and in practice.

Results and Discussions

Student status of learning political theory subjects for students at Tay Nguyen University

Overview of Tay Nguyen University and political theory subjects

First, is an overview of Tay Nguyen University.

Tay Nguyen University is a prestigious, quality multi-disciplinary university that trains high-quality human resources, conducts scientific research, and transfers technology to apply to the development of socio-economics. The school's educational philosophy is: "Comprehensive development of learners' qualities and abilities". Therefore, the quality of education and training is one of the key issues that determine the existence and development during the formation and development of Tay Nguyen University. The fundamental and comprehensive renovation of education and training will contribute to improving the quality of education and training of the University and this is considered one of the important and necessary political tasks in education and training created at Tay Nguyen University today. As a standing university in the area, Tay Nguyen University has significantly contributed to the socio-economic development of the Central Highlands provinces. The school has trained more than 25,000 doctors, bachelors, and engineers for the Central Highlands provinces and the country in the fields of Medicine, Pedagogy, Information Technology, Agriculture - Forestry, Economics, and Main Education. Many of them have held key positions in leadership and management activities in Party and State agencies, production facilities, and scientific and technical agencies and units of Vietnam provinces in the Central Highlands and many regions of the country.

Following the Ministry of Education and Training policy, activities to ensure the quality of education in the University have been increasingly consolidated and deepened, contributing to the completion of education and training tasks. Based on effective implementation of the Socio-Economic Development Strategy 2011-2020 to define "Educational development is the top national policy". The goal of education and training mentioned in Document XIII towards shaping a Vietnamese person with comprehensive development, health, capability, qualified, conscious, and responsibility for themselves, family, society, and the Fatherland attaching knowledge, moral, aesthetic, and life skills education with physical education, raise the stature of Vietnamese people, meet the requirements of building and protecting the Fatherland country. In the quality policy of Tay Nguyen University, a commitment has been made to "improve the quality of teaching and scientific research to provide learners with the best conditions for comprehensive development of competencies, meeting needs of socio-economic

development and international integration". The above commitment has received great attention from all staff and lecturers of the University for the renovation of education and training. Another new point in the Party's Resolution XIII is the emphasis, on education and training in adaptation to the Fourth Industrial Revolution and international integration, and the need to promote the development of human resources, especially human resources. High-quality resources have been deployed by Tay Nguyen University in the quality policy with the goal of "improving the capacity and qualifications of the teaching staff". In addition, the concretization of requirements improves the national education system,...Diversify types of training. Determine the implementation of the autonomy mechanism for higher education in line with the general trend of the world. Document XIII identifies continuing to carry out the task of developing education and training, in which "Strongly shifting the educational process from mainly equipping knowledge to comprehensively developing learners' capabilities and qualities; from studying mainly in the classroom to organizing a variety of learning forms, paying attention to teaching and learning online, via the Internet, television, social activities, extra-curricular activities, scientific research; School education combines with family education and social education. Training people in the direction of ethics, discipline, discipline, sense of civic and social responsibility; have life skills, work skills, foreign languages, information technology, digital technology, creative thinking, and international integration".

Training quality is one of the important issues that determine the existence and development during the formation and development of Tay Nguyen University. Being the first university in the Central Highlands region to be recognized as meeting the accreditation standards for training quality under the new regulations of the Ministry of Education and Training has created favorable conditions for Tay Nguyen University to implement the autonomy mechanism according to the regulations government. Continue to improve the stages and elements of the training process towards standardization, modernization, and international integration... step by step effectively implement the autonomy mechanism associated with the accountability of the training institutions education and training institutions. In the current trend of integration and competition, the school is constantly improving and improving the quality of training, affirming its position and brand in the Central Highlands, constantly making efforts to improve the quality of training, support, best serve learners and the community according to the core value of "creativity - quality - integration". Along with the general trend, the school is implementing the conditions to move towards partial autonomy and when transitioning to full autonomy, the school will be judged by its reputation, brand quality, the ability to attract students, and tuition-free policies for students.

As of June 30, 2021, the total number of officials and employees of the University is 655 people, including 432 teaching staff. The structure includes 01 Professor, 17 Associate Professors, 70 PhDs, 300 Masters, 18 senior lecturers, 140 main lecturers, 03 specialists II and 83 specialists I. Several officials and people the number of ethnic minority workers is 26 people. In the academic year 2020 - 2021, the University organizes training of 36 university majors with a total of 8,151 students (of which 7,178 regular students, and 973 students in the

working-study program). The number of foreign students is 14, and the number of ethnic minority students in the regular system is 1,553, accounting for 21.6%. As of April 2022, the Faculty of political theory has 17 staff, including 16 lecturers and 01 specialists, and is divided into 02 subjects: the Department of Basic Principles of Marxism-Leninism, and the Department of Roads revolutionary style of the Communist Party of Vietnam and Ho Chi Minh's thought. The number of teaching staff with doctorate degrees is 08; the number of staff working as doctoral students is 03; the number of officials with master's degrees is 7, the number of officers who are studying for master's degrees is 01; the number of main lecturers is 10. The Faculty of Political Theory is the faculty with the highest percentage of staff with professional qualifications meeting and exceeding the standards in the whole university. It is expected that in the next 1 to 2 years, the Faculty will have 100% of lecturers. The staff has standard qualifications in terms of professional qualifications and professional titles, of which about 60% have doctoral degrees.

All 16 lecturers in the faculty are involved in teaching modules in the training program of Philosophy majors and Political Education majors and are responsible for teaching 5 political theory modules for non-specialized students: Philosophy Marxism-Leninism, Marxist-Leninist Political Economy, Scientific Socialism, History of the Communist Party of Vietnam and Ho Chi Minh Thought.

Second, an overview of political theory modules at Tay Nguyen University.

- The Marxist-Leninist Philosophy module helps learners understand the basis of the worldview, and scientific methodology and can creatively apply it in cognitive and practical activities. Contributing to helping learners gradually establish a scientific worldview, human life view, and scientific methodology, from which to apply philosophical knowledge to solve problems of perception and practical activities. Learners can apply the scientific worldview, human outlook, and scientific methodology to solve problems of perception and practical activities; Learners have moral qualities, have the political courage, have a sense of serving the people, serving the country, have revolutionary ideals, creating unanimity, and strengthening faith in the Party's leadership towards the people the building of a socialist rule of law state in Vietnam.

- Marxist-Leninist Political Economy Course Equip learners with thinking ability, analytical skills, assessment and identification of the nature of economic benefit relationships in the country's socio-economic development and contribute to helping students build social responsibility appropriate social responsibility in the job position and life after graduation; Contributing to building the stance and ideology of Marxism-Leninism towards learners, believing in the socio-economic development line of our Party and State.

- Course on Scientific Socialism Help students have a positive attitude towards studying political theory subjects; have faith in socialist goals and ideals and the path to socialism; belief in the success of the doi moi process initiated and led by the Communist Party of Vietnam.

Course on Ho Chi Minh Thought Help students understand the basic knowledge of Ho Chi Minh's thought system; Able to think independently, analyze, evaluate and creatively apply Ho Chi Minh's thought to solve real-life problems; Have a strong political will, a sense of responsibility in studying and training to contribute to the construction and defense of the Fatherland.

Course on Party History: Help students understand scientific thinking methods on history, skills in choosing research materials, studying subjects, applying historical awareness to practical work, and criticizing misconceptions about the history of the Party.

- The content of political theory subjects must both ensure the systematicity of the training program and form and develop theoretical thinking for students with the reality of the doi moi process taking place in Vietnam today. The curriculum of political theory subjects must ensure that theoretical issues are closely and organically linked to arouse students' creative thinking and interest in learning. The content of political theory subjects must be a party, political, scientific, and deeply practical, to contribute to the formation of worldview, methodology, and belief in the cause the Party's revolution, and at the same time struggle and criticize wrong perceptions, distorting arguments, and denying the revolutionary achievements of the Party and our people.

The reality of students' advantages in studying political theory subjects at Tay Nguyen University

To properly assess the learning situation of political theory subjects of students at Tay Nguyen University. We conducted a questionnaire survey with 500 students who had completed political theory courses and focused on surveying the students' interest in learning and research; degree of diligence; students' speaking level in class; Self-study problems; learning methods and student grades.

The survey results on the level of interest in studying political theory subjects show that students have a positive attitude towards political theory subjects, as shown in the fact that 23% feel interested and 39% relatively. Interests and levels of interest in political theory subjects differ from subject to subject and from teacher to teacher. The results are shown in Table 1:

Table 1
Students' interest in each subject of political theory

Basic principles of Marxism-Leninism 1	Basic principles of Marxism-Leninism 2	Marxist-Leninist philosophy	Marxist-Leninist political economy	Science socialism	History of the Communist Party of Vietnam	Ho Chi Minh Thought	Revolutionary line of the Communist Party of Vietnam
14	8	26	14	6	7	15	10

The majority of students (79%) recognize the important role of political theory subjects in students' perceptions and actions, and students have a positive

attitude towards political theory subjects. We surveyed the reasons why students feel interested in political theory subjects, thereby better understanding the motivation and purpose of students' participation and the level of students' interest in political theory with political theory. Students have a positive attitude for many reasons: 15% due to the attractiveness of the subject, 38% due to the attractive teaching method of the lecturer, 24% due to the necessity of the main theoretical subjects value, and 12% for the score. Which, the main reason is due to the teaching method of the lecturers (teaching methods), grades, and attractiveness of the subject.

Thus, students of Tay Nguyen University realize the importance of political theory course, thereby contributing to the formation and fostering of students' worldview of dialectical materialism, dialectical materialistic methodology, orienting students to think and act correctly in learning, training, and building, fostering and consolidating students' belief in the ideals of the Party and State, and on the road to building socialism present country association.

About student attendance and speech

Survey results show that up to 59% of students participate fully and fully in-class sessions. Participating fully, very fully, and relatively fully accounted for over two-thirds of the total number of students surveyed and only 10% of students said that they attended school less fully.

We surveyed the frequency of students participating in a speech during studying political theory subjects, the results are as follows: 30% of students think that they often participate in speech development. This ratio, on the one hand, reflects the peculiarity of political theory subjects, which are highly abstract and difficult to apply in practice, so lecturers need a lot of time to analyze and explain for students to master basic concepts, categories, and principles.

About self-study

The survey has up to 34% of students relatively regularly and 14% regularly self-study and self-study. The issue of self-study has also been focused on by students of Tay Nguyen University. Students have a good sense of self-study and self-study of political theory subjects as well as participating in developing lessons in lectures study in class.

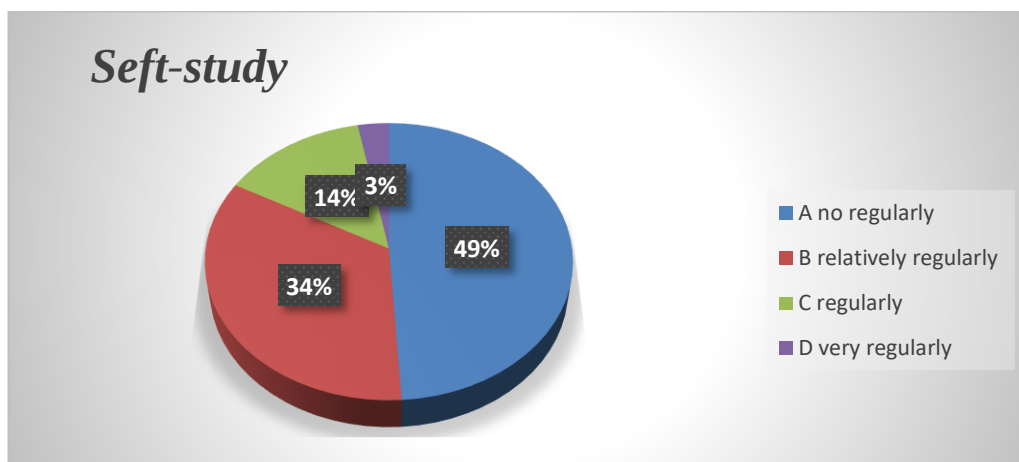


Chart 1. Self-study of political theory subjects

According to the trend, the closer to the exam/test date, the more hours of self-study. According to statistical results, the majority of students' time spent on self-studying political theory subjects at home is about 2 weeks or more before the exam/test, with 23% of students' opinions. If you choose this option, the rate is 25% for the period before the test/test date about 1 week, the rate for the period 3 weeks before the test/test date is 20%). The number of students who study on their own for more than 5 hours/week has also increased gradually, specifically, 17% of students chose the period before the exam/test 1 month, and the period before the exam/test date is about 1 month or more rate is 15%. Thus, the survey results show that students have been more conscious in self-study and self-study of political theory subjects.

Learning methods

We surveyed learning methods: to clarify the assessment of students at Tay Nguyen University about the effectiveness of the learning methods that students have applied in the process of studying the main theory subjects treat. Survey results show that 69% of students have good study methods. Students are aware of the importance of active learning methods such as the Group discussion method (80.2%), self-study and reading material (78.5%), regular lecture notes and actively (81%), and often speaking (85%).

Thus, learning methods have a very important influence on students' attitudes and learning outcomes. Groups of students with active learning methods often have a positive attitude in the learning process and have good learning results. And learning method is considered by the majority of lecturers as one of the three important factors affecting teaching and learning effectiveness (33.3%) and two other factors such as materials, and the learning means of students. students (33.3%) and students' background knowledge (33.3%).

About students' grades

To see the quality of students' learning in political theory subjects, we make statistics and analyze students' learning results through scores on training

management software for three years last (2018-2019 school year, 2019-2020 school year, and 2020-2021 school year). The survey randomly selected classes that studied political theory subjects including Fundamental Principle 1, Basic Principle 2, Ho Chi Minh Thought, Revolutionary Way of the Communist Party of Vietnam, Marxist Philosophy - Lenin, Marxist-Leninist Political Economy, Scientific Socialism, Ho Chi Minh Thought, History of the Communist Party of Vietnam. The specific results are as follows:

Table 2
Statistical ranking of learning results

Subjects	Total students	Point				
		A	B	C	D	F
Basic principles of Marxism-Leninism 1	157	15	16	17	46	63
Basic principles of Marxism-Leninism 2	121	21	30	30	18	22
Ho Chi Minh thought	116	6	23	38	38	11
Revolutionary line of the Communist Party of Viet Nam	261	18	70	88	55	30
Marxist-Leninist philosophy	275	37	55	62	60	61
Marxist-Leninist Political economy	179	27	60	57	34	0 1
Science Socialism	197	14	48	43	55	37
History of the Communist Party of Viet Nam	233	74	130	12	08	09
Total	1539	212	432	347	314	233
Ratio	100 %	13,79	28,08	22,57	20,41	15,15

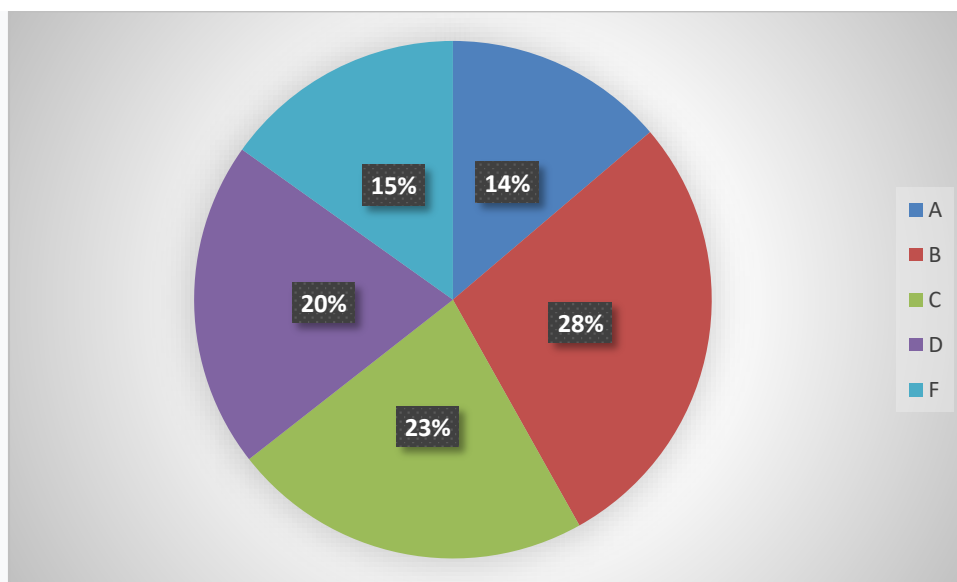


Figure 2. Student's academic ranking results

Basic principles of Marxism-Leninism 1

The total is 157 students. Scores of A accounted for 9.6%; point B accounts for 10.2%; point C accounts for 10.83%; point D accounts for 29.30%; point F accounts for 40.13%.

Basic principles of Marxism-Leninism 2

The total is 121 students. Scores of A accounted for 17.36%; point B accounted for 24.79%; point C accounted for 24.79%; point D accounts for 14.88%; point F accounts for 18.18%.

Subject Revolutionary Way of the Communist Party of Vietnam

The total is 261 students. Scores of A accounted for 6.90%; point B accounted for 26.82%; point C accounted for 33.72%; point D accounted for 21.07%; point F accounts for 18.63%.

Marxist-Leninist Philosophy

The total is 275 students. Scores of A accounted for 13.45%; point B accounts for 20%; point C accounts for 22.55%; point D accounted for 21.82%; point F accounts for 21.82%.

Marxist-Leninist Political Economy

The total is 179 students. Scores of A accounted for 15.08%; point B accounts for 33.5%; point C accounted for 31.84%; point D accounts for 19%; score F accounts for 0.56%.

Scientific Socialism

The total is 195 students. Scores of A accounted for 7.11%; point B accounted for 24.37%; point C accounted for 21.83%; point D accounted for 27.92%; point F accounts for 18.78%.

Ho Chi Minh Thought subjects

The total is 116 students. Scores of A accounted for 5.17%; point B accounts for 19.83%; point C accounted for 32.76%; point D accounted for 32.76%; point F accounts for 9.48%

Table 2 shows that the percentage of students with academic results in political theory at or above (grades A, B, C, D) is 82.18%; the failure rate (score F) is

15.61%. Thus, the learning results at the pass and fail grades have partly reflected the true quality of student's learning in the process of studying political theory subjects. Most of the students have a relatively good study attitude, participate fully in the study, participate in speeches and meet some requirements from the lecturers. With unsatisfactory results, the percentage of students who do not have a good study attitude, have not fully participated in the study, and are not active in learning.

Students who scored A and B accounted for over 36.22%, C accounted for 27.79%, and D and F accounted for 37.99%. It can be seen that the learning quality of students' political theory subjects is generally quite good, this learning result reflects that most of the students at Tay Nguyen University have had a certain understanding of the knowledge of political science political theory.

Limitations in studying political theory subjects of students at Tay Nguyen University

- Students' interest in political theory subjects

The survey results are as follows: Not interested 10%, less interested 31%, relatively interested 32%, 15% interested, and 2% very interested. Thus, 39% of students who are relatively interested in some way are understood to be less interested, so the majority of students at 70% of Central Highlands University feel less interested in political theory subjects.

Regarding the cause of this situation, the majority of students (49%) think that these subjects are difficult to understand, abstract, and difficult to apply in practice, leading to difficulties in absorbing and grasping knowledge. This is the reason most students agree with it. In addition, other reasons such as the lack of attractiveness of lecturers' methods, not creating interest in learning for students (accounting for 17%); when being surveyed about which teaching methods from lectures are effective in learning for students such as Presentation method combined with visualization method, Group discussion method combined with role-playing, Presentation method combines problem raising, case creation, Question and answer method, Case study method, Open space method. The results are as follows: Students think that the two most effective methods are group discussion combined with role-playing (38%); The presentation method combines problem-solving and situation-making accounted for 24% and 20% of the presentation method combined with the visualization method; 15% open space method. Another reason also agreed by students is that general subjects do not need to be invested as much as specialized subjects (accounting for 17%) is another reason for feeling uninterested in studying physics subjects. political treatise. In addition, 14% of surveyed students said that the time to study political theory subjects was too short, and students did not have enough time to deepen their knowledge to apply and practice.

We surveyed students' attendance, the results showed that there was still a relatively high number of students (accounting for 26.2%) who said that attending class sessions was due to problems. related to the attendance of the lecturer and the conditions for taking the final exam. This is also somewhat understandable when the current regulations on credit-based training of Tay Nguyen University stipulate that students must attend 75% or more of the time in class before they can take the final exam.

- There are some limitations to the activeness in learning of students. There are still a large number of students who are still passive in learning. The allocation of time for studying is still unreasonable, not regular and continuous. The process of preparing and preparing lessons at home; reading more in-depth materials; Participating in building lessons in class... is also coping.

The survey results we received showed that the number of students actively participating in the writing of articles accounted for 25% of the total number of students surveyed. 35% of students never participated in the speech and 35% of the students did not regularly participate in the speech, except in cases of unexpected calls from the lecturer. Although the learning results reflect the actual learning process, up to 53% of students are not satisfied with the learning results.

- The problem of students' self-study at home is also not scientific and effective when students tend to focus on the days close to the exam date. It can be seen that the amount of time over 5 hours/week through the three periods has a sudden increase in the period 1 week before the exam date, while in the previous periods it accounts for a relatively low percentage. This cumulative learning method, on the one hand, does not meet the requirements of credit training, on the other hand, does not effectively absorb knowledge from the subjects, because the period 1 week before the exam date is the sprint period, Students are under more pressure of time and assignments than other periods.

On the other hand, students are not active in developing and implementing study plans, leading to confusion in the use of learning methods. The survey shows that 82% of students rarely build and implement show study plans. Besides, students spend a lot of time (75%) on activities other than studying such as: listening to music, watching movies, surfing the web, chatting, Facebook; Gathering with friends; Working part-time in free time These figures partly reflect the passive learning process of students, not yet meeting the requirements of credit-based training; On the other hand, it shows that the lecturers are not close as well as have the necessary ways to strictly control the students' preparation and self-study at home.

Some solutions to improve the efficient learning of political theory subjects for students at Tay Nguyen University

For students

First of all, Firstly, students need a variety of active learning methods. In the process of studying in a university lecture hall, students' learning is reflected in their activities, training, and efforts, which is the way to create sustainable knowledge. The amount of knowledge at the university level is very large, and the teaching methods and learning environment are also far different from those in high school. Therefore, students need to have a suitable learning method to be able to acquire knowledge effectively.

Political theory subjects were taught in the first 2 years for all students, so the students' learning methods are still influenced by the high school learning methods. Moreover, when teachers change methods toward learner-centered, students must adapt to this change. It is also necessary to develop a learning method suitable for each individual, but it must be based on the unique

characteristics of the student ethnic group and is governed by the content of a particular subject in the system of physics subjects and political treatises. Building appropriate learning methods not only increases excitement and positivity but also improves learning outcomes for students. There is no more effective learning method than self-study and self-study.

The self-study method of political theory subjects is not only mechanically re-learning knowledge from the lecturer's notebooks and lectures, but students must be familiar with researching, reading documents, and finding out about reality practice, social calendar, have creativity between theory and practice, know how to apply philosophical knowledge to explain reality and vice versa.

Second, students need to promote their positivity and initiative in learning. Positiveness in learning is a factor that directly affects the learning outcomes of students, as well as the teaching of teachers. Student's positivity is self-awareness, perseverance to overcome difficulties in learning, and correct determination of goals, motivations, and attitudes in learning. Activeness is an activity to change the position of learners from passive to active, from knowledge recipients to knowledge seekers to improve learning efficiency.

Third, students need to actively prepare lessons before and after class. There is no preparation for the lesson before going to class or going to class to see the material as a habit of the students. To create interest in learning and be responsible for the subject, students themselves need to change their habits in the direction of documents before going to class, students need to read textbooks, and reference materials and complete the Content is assigned before class that will create comfortable psychology for students before starting class. And reading the documents in advance and understanding the basic knowledge of the course will help students be more active and effective in learning. Students will have the opportunity to share with lecturers and discuss practical current issues through which students will see the value and meaning of political theory subjects. This also contributes to improving the learning quality of political theory subjects for students of Tay Nguyen University.

For lecturers

Lecturers need to guide students to understand the positions and roles of political theory subjects and guide students to learn self-study and self-research methods. To improve students' self-learning performance, lecturers need to guide students in self-study and self-research methods in the process of teaching political theory subjects. Lectures need to diversify methods of teaching to increase positive, proactive learners.

Teaching practices show that in the course of teaching political physics, the majority of lecturers use mainly the same method of presentation, the practice of practical communication. Therefore, lecturers teaching knowledge about political arguments need to innovate the teaching method. Specifically:

- Increasing the use of active teaching methods in teaching political theory subjects. Promoting the positivity and initiative of students so that students can have a positive learning attitude, actively acquire knowledge, be interested in learning, etc., especially to form a sense of consciousness for learners' self-study and the right self-study motivation.

- Combination of many teaching methods. The method is the way, the way to achieve the teaching content. Each method has certain advantages and disadvantages, so teachers need to be flexible in the teaching process. In the teaching process, teachers need to coordinate active teaching methods flexibly and appropriately to overcome the weaknesses and promote the advantages of the methods. Lecturers need to increase the use of dialogue and problem-solving methods to attract students to think together and to be able to criticize the content being studied. Effectively promoting methods such as dialogue, problem raising, group discussion, etc., which can carry out two-way communication, promptly respond to learners' concerns and pose "yes" situations problems "attracts" students to participate in solving the cognitive process. Lecturers need to flexibly divide into fixed and non-fixed groups depending on the difficulty and time of the discussion exercise. Discussion exercises must be diverse in terms of integration, suitable to the subjects and special levels of ethnic minority students. To promote students' cognitive ability, sometimes lecturers should provide different and even contradictory points of view and present their reasoning process based on clarifying the nature of the problem and accompanying it simple, easy-to-understand examples, and real-life issues... Especially, after each lesson in political theory, lecturers need to pay attention to the relationship with reality and ideological developments of students, guiding students to apply reasoning to themselves to analyze and point out deviations in their thoughts.

- Based on taking learners as the center, lecturers can use many methods in the teaching process so that it is most effective not to have to abuse or overestimate the method because each content, of which is suitable for different methods.

For Schools, Faculty and Departments

For Schools

Arrange the number of students to participate in political theory courses suitable to industry specifics. In fact, for the training majors of the University, the arrangement of classes with more than 40 students still takes place due to the need to combine classes and save costs for the University. Even students from different disciplines are combined into one class, and this affects the quality of students' learning, limiting the use of active teaching methods on the part of the faculty such as placement for discussion. Group discussion takes more time and is not effective, practical relevance by industry and profession is difficult due to multidisciplinary integration into one class and it is more difficult to integrate teaching methods from lecturers. The arrangement of a reasonable number of students will create more study space for students to better absorb the subject knowledge and the school should also create more self-study spaces for students, adding more documents and references for students to meet the needs of self-study and self-study. Thus, managers and training departments need to arrange and organize classes not only for the Marxist-Leninist philosophy course but also for more reasonable political theory subjects. The school can group the social sciences into one class if it is necessary to combine them to ensure that in the teaching process, teachers can provide practical examples suitable to the profession and the student population.

For Faculty and Specialization Departments

To promote the writing of learning materials from lecturers to meet the learning needs of students. Strengthen academic exchanges, and professional activities for lecturers to draw experience and learn active teaching methods from lecturers to improve the quality of teaching and learning modules. Regularly update and adjust the detailed course outline in the industry training program to ensure practicality and relevance. This is a regular and ongoing task.

Conclusion

Political theory subjects have a very important position and role in the training program of universities and pedagogical colleges, including Tay Nguyen University, contributing to the formation of worldview and scientific methodology study, revolutionary outlook on life for students, and at the same time provide knowledge, practice skills and methods to meet the output standards of the discipline. Therefore, the learning results of political theory subjects have a direct influence on the training quality of the subjects at the school. With the characteristics of students from many regions across the country, belonging to a multi-ethnic background, studying and improving the learning quality of political theory subjects has an important meaning in the training process of the school.

Improving the learning quality of political theory subjects for students of Tay Nguyen University not only comes from the subjective requirements of the students themselves but also comes from the vision, mission, and core values, the school's development philosophy is to develop comprehensively the qualities and capabilities of learners, to be creative in learning and scientific research, to have quality education as the top goal, to integrate and to cooperate internationally value for development.

The study shows the learning status of students in political theory subjects at Tay Nguyen University in terms of achievements and limitations in terms of knowledge, study skills, learning attitudes, and learning methods and learning results, the topic has suggested some solutions to further improve the learning quality of political theory subjects at Tay Nguyen University in the coming time. In the proposed solutions, the dialectical combination between the solutions from the lecturers and the students always plays the most important role, in determining the quality of students' learning and the training of the University. The synchronous coordination of solutions will contribute to improving the learning quality of political theory subjects for students of Tay Nguyen University, thereby affirming the position, role, and importance of political theory in the school.

References

Central Executive Committee. (2013). Resolution No. 29-NQ/TW dated November 4, 2013 on fundamental and comprehensive renovation of education and training to meet the requirements of industrialization and modernization in the context of a socially oriented market economy internationalism and integration.

- Ministry of Education and Training. (2008). Decision No. 52/2008/QDBGDĐT dated September 18, 2008 promulgating political theory subjects at university and college level, for non-majority students of Marxism - Leninism, Ho Chi Minh Thought.
- National University of Ho Chi Minh City – Ministry of Education and Training – Ho Chi Minh City People's Committee. (2015). Improving the quality of teaching and learning political theory subjects in universities and colleges, Proceedings of national scientific conferences.
- Doan Duc Hieu – Phung The Anh. (2015). "Innovating the curriculum and teaching methods of political theory subjects in higher education in Vietnam today". Journal of Political Science. (6).
- Nguyen Thanh Thao. (2015). "Some solutions to improve the quality of political theory education in universities today". Party History Magazine, (11).
- Pham Van Linh. (2017). Improving the quality of teaching and learning political theory subjects in universities and colleges: National politics Truth. Hanoi.
- Phung Danh Cuong. (2017). "Teaching and studying political theory subjects at universities and colleges - Current situation and solutions". Journal of Political Theory, No. 6
- Central Highlands University. (2019). Decision V/v Promulgating "Vision, Mission and Core Values" of Tay Nguyen University. Decision No. 132/QD-ĐHTN dated January 18, 2019.
- Central Highlands University. (2021). Summary report for the 2020-2021 school year and directions and tasks for the 2021-2022 school year. Decision No. 2411/QD-ĐHTN dated November 1, 2019.