International Journal of Education and Social Science Research

ISSN 2581-5148

Vol. 5, Issue.2, March-April 2022, page no. 389-394

To cite this article: Tran Thi Ngoc and Le Thu Trang (2022). DEVELOPING DIGITAL CAPACITY FOR GRADE 9 STUDENTS BEING A MINORITY CITIZENS IN THE NORTH MOUNTAIN AREA OF VIETNAM IN TEACHING LITERATURE, International Journal of Education and Social Science Research (IJESSR) 5 (2): 389-394

DEVELOPING DIGITAL CAPACITY FOR GRADE 9 STUDENTS BEING A MINORITY CITIZENS IN THE NORTH MOUNTAIN AREA OF VIETNAM IN TEACHING LITERATURE

Tran Thi Ngoc and Le Thu Trang

University of Education, Thai Nguyen University, Vietnam

DOI: http://dx.doi.org/10.37500/IJESSR.2022.5225

ABSTRACT

In modern society, digital competence is of great importance for both adults and children. In a world where half of the population lives and works online, where 70% of the population is aged 15-24, the ability of citizens to make the most of digital and Internet opportunities has become very important. This is even more important for children, as children tend to spend more time online than adults and so they will benefit more from and take more risks online. Furthermore, investing in children's digital literacy means creating a future generation of more responsible, workable, and tolerant citizens. However, developing this capacity for ethnic minority students in Vietnam still faces many difficulties. The article presents research results on the concept of digital competence, factors affecting the ability to develop digital competence of 9th grade students who are ethnic minorities, the current situation, and some solutions to develop digital competence. There are digital resources for 9th grade students who are ethnic minorities in the northern mountainous areas of Vietnam.

KEYWORDS: Digital competence, 9th grade, ethnic minority people, teaching literature, Northern mountainous region, Vietnam.

1. INTRODUCTION

The world is witnessing an unprecedented speed of digitization. The speed of digitization and new technologies opens up new prospects, new business models, and new value creation. Every country, organization, or individual must make efforts to transform, seize opportunities, and overcome challenges if they do not want to be left behind. Digital transformation is a process of comprehensive change of individuals and organizations in their ways of living, working, and producing methods based on digital technologies. To ensure success in the digital transformation process, raise awareness and improve digital capacity, transformation skills for the workforce play a particularly important role. World experience shows that countries that are successful in digital transformation are those that drastically deploy solutions to raise awareness and innovate teaching methods in schools to develop human resources for country number conversion. Improving digital capacity and transformation skills for young people is considered a particularly important step.

Currently, the literature textbook in Vietnam has changed and has been applied to 6th-grade students across the country. Compared with students of the same age in urban and rural areas, ethnic minority students still face many difficulties and inadequacies when accessing science and technology. This is also an obstacle and a challenge for students who are from ethnic minorities. Information and communication technology infrastructure in mountainous areas has not been fully built and meets the requirements, causing limitations for students' ability to access, access and exploit information on the internet. On the other hand, their lives still have many difficulties, such as in some places where there is no electricity, no phone signal, complicated terrain, etc. In addition, the circumstances and lifestyles of ethnic minority students are also different from those of students in urban and rural areas, so the application of science and technology is not an easy thing.

2. METHODS OF RESEARCH

To conduct this study, we used the method of retrospective data to study the documents related to digital competence and the factors affecting the ability to develop digital competence in 9th-grade students of ethnic minorities. In addition, we used the survey method to investigate the current situation of the digital literacy development of 9th graders who are ethnic minorities in some mountainous areas in the North of Vietnam, such as Thai Nguyen and Bac Kan. The schools we surveyed have a percentage of students from ethnic minorities that accounts for over 90% of their total. The content of the current situation survey focuses on the following issues: students' awareness of the role of digital competence in studying literature; students' understanding and ability to apply information technology in the learning process. study Linguistics. On the basis of the survey results, we make statistics, classify, calculate the number, calculate the percentage of opinions, analyze the causes of the situation, and propose solutions.

3. RESULTS AND DISCUSSION

3.1. The concept of digital competencies.

There have been many concepts used when referring to the development of digital competencies of countries and international organizations. The most common are the following concepts: Digital Literacy, Digital Skills, Digital Competencies... Each concept has its own characteristics and has a separate meaning in accordance with the separate goals of countries and organizations. However, they all have a common goal, which is to develop skills to help people find, evaluate, and manage information and achieve effective, collaborative, problem-solving, and secure communication that enables them to succeed in the digital environment.

According to Stergioulas (2006), digital competence is the awareness, attitude, and ability of individuals to make appropriate use of digital tools and media to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create forms of communication, and communicate with others in specific life situations in order to facilitate constructive social activity and reflect on this process.

According to UNESCO (2018), the concept of digital competence is the ability to safely and rationally access, manage, understand, integrate, communicate, evaluate and create information through digital technology for employment and startup. Digital competencies include various competencies related to information and communication technology skills, as well as information and communication literacy. In 2018, the European Commission used the concept of "digital competence": "Digital competence refers to confident, proactive, and responsible use and participation in digital technology for learning, work, and participating in society." Digital competencies include information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including benefits and related digital competencies cybersecurity) and issues related to intellectual property, problem-solving, and critical thinking.

In this article, we use the following digital capacity concept.

Digital literacy refers to the knowledge, skills, and attitudes that enable children to develop and maximize their potential in the increasingly global digital technology world. Where children are both safe and empowered in an age-appropriate and culturally and context-appropriate manner. (UNICEF-2019)

3.2. Factors affecting the ability to develop digital competence of 9th graders who are ethnic minorities
Social environment, technology infrastructure: low connection rate and low percentage of households with computers, high cost of infrastructure needed for the use of information technology, poor quality or no online content in the local language, poor quality or no online content relevant to daily life, low diversity of daily online activities (Tan et al. 2017). Furthermore, while the technology landscape is changing rapidly, in most countries slow reform of the curriculum will lead to outdated digital skills education (International Telecommunication Union 2018a). For students of ethnic minorities in Vietnam, all live in mountainous and remote areas, with difficult transportation, and some places where there is no electricity or internet. That has greatly affected the ability of ethnic minority students to develop digital competence.

Family context: "parents' expectations about the role of information technology in their children's future, discussions about internet opportunities and risks, and daily communication activities have all shaped the way in which children socialize using digital media at home." Livingstone and Byrne (2015) note that the role of parents and family as digital mediators varies according to local contexts, with marked differences between developed and developing countries, and It is suggested that governments and other stakeholders should invest more in digital literacy to support parents so that they can facilitate their children's learning and development in the technology age. number. Students from ethnic minorities, most of them were born into extremely difficult households belonging to the near-poor and poor households, with low educational attainment, which they always consider: without rice and corn, they will be hungry, without words they are still alive. So their education has not been put into urgent issue. They have to work a lot more than their peers in other regions to earn extra income. Therefore,

changing the perceptions of families in mountainous and remote areas is of great significance to their learning and application of information technology.

Schools: play an important role in developing digital capabilities, including creativity, when integrating digital technology as an active learning tool (Chaudron et al. 2018). Schools and community learning centres are key to raising awareness, building critical thinking and resilience, and influencing families' assistive technology strategies. Increased access to schools, supported by training for teachers, can link internet use with educational and informational benefits, especially the development of digital skills for children. Meanwhile, schools in mountainous and remote areas do not have adequate physical conditions such as computers, projectors, and the internet, so this is also a limitation that the authorities need to pay attention to equipment ideas to equip schools if they want to develop students' digital capabilities.

The role of organizations and individuals in supporting the development of children's digital capabilities is increasingly recognized, both in terms of efforts in designing devices and services that empower and protect children through effective adoption of digital literacy and safety mechanisms (Kidron and Rudkin 2018) and in its ability to support initiatives that promote digital literacy, such as the Google Safety Initiative. In addition, multinational companies have a prominent role in influencing government decisions about digital literacy, - a competency that needs to be taught and assessed, especially in developing countries (UNESCO 2017). In Vietnam, the Party and State have made many decisions affirming that digital transformation is an inevitable process in Vietnam for socio-economic development in the new period. This has been clearly stated in Resolution 52-NQ/TW dated September 27, 2019 of the Politburo on a number of undertakings and policies to actively participate in the Fourth Industrial Revolution and Resolution 50/NQ.-CP dated April 17, 2020 of the Government, which issued the Action Program to implement Resolution 52-NQ/TW of September 27, 2019 of the Politburo; Decision No. 749/QD-TTg dated June 3, 2020 of the Prime Minister approving the "National Digital Transformation Program to 2025 with orientation to 2030". Accordingly, with the assigned tasks, organizations and individuals are ready to support the development of digital capabilities for students to meet the preparation of human resources and prepare for the national digital transformation.

3.3. Situation and some solutions to develop digital capacity for 9th-grade students who are ethnic minorities in the northern mountainous region of Vietnam.

Within the scope of the article, we conducted a survey on the digital capacity of 150 9th grade students from two schools: Phu Luong, Thai Nguyen junior high school for ethnic minorities, and Nong Ha junior high school, Cho Moi, Bac Kan. Most of the students belong to different ethnic groups, such as: Tay, Nung, San Chi, Cao Lan, Dao, and Mong. That difference contributes to enriching the cultural identity in the school, but there are also difficulties in the teaching process. Because the students come from different regions: each ethnic group has its own way of thinking, which makes a difference in their cognitive ability. The majority of students are children of ethnic minorities, so their customs are

outdated, their per capita income is low, and their exposure to technology is limited, so their ability to access digital-based teaching techniques is many difficulties.

With the question of testing the ability to use digital devices in the process of studying literature, what learning aids have you had access to? Most of them have access to learning aids. In which, mobile phones accounted for 35.3%; computers accounted for 29.4%; projectors accounted for 23.5%; tablets accounted for 2.9%; the number of students with learning devices accounted for 91.2%; only 8.8% of students did not have learning aids. However, most of the students have just started to get acquainted, not much use, so with the question related to the proficiency level of the skill of finding data, information, and digital content through the simple searches in the digital environment; accessing data and information; When determining strategies to find information, only 35% of students choose at the level of knowledge and more than 60% of students are not proficient.

95% of students are aware of the importance of digital competence in the current context when science and technology are constantly developing, especially with the innovation of the educational program in general and the subject of literature in particular in Vietnam. Nowadays, digital competence has become a mandatory requirement for students. With skills in evaluating data, information, and digital content, only a very small number of students (28%) are able to detect the authenticity and reliability of data sources, popular information, and technical content. their numbers. Because they have not used them often, assessment skills have received little attention in the data mining process.

63% of students asked more or less know how to use different software to design learning products in Literature such as videos, PowerPoint reports, poster designs, etc. However, the level of proficiency is not 70%, and in the process of perfecting the learning products of the Literature subject, they still need the support of others. Due to the characteristics of ethnic minority students, most of them live in mountainous areas, making it very difficult to access and use technology.

During the time of online learning, the students had access to online learning software such as: zoom cloud meetings; Google classrooms; Microsoft teams; Google meetings; In which, zoom cloud meetings are the most popular software among students. Through the survey, 79.4% of students love this software. In general, students are quite interested in online learning software, which has contributed to helping their learning be maintained uninterrupted during the stressful COVID-19 pandemic. According to survey data, during online learning, up to 97.1% of students are more active and proactive in carrying out learning activities on software supporting online teaching activities; The students were also very interested in the thinking skills development exercises given by the teachers through the software to support teaching activities when the number of interested students accounted for 69%.

100% of students think that the application of digital technology in teaching Literature is important. In which, 52.9% of students consider very important, no student considers it unimportant. Therefore, it

shows that more or less, students are interested in the application of digital technology in teaching Literature.

Through the survey process, we found that the development of information technology applications in teaching is not only considered an urgent issue for a subject or subject but also needs to be considered necessary for all subjects, and professions. For the literature subject, it is very necessary to develop numerical competence for grade 9 students who are ethnic minorities.

On the basis of the survey results, we propose the following measures to develop digital competence for 9th-grade students who are ethnic minorities in teaching Literature: Teachers need to regularly design and use exercises in teaching Literature that requires students to apply information technology capabilities to complete for example: designing PowerPoint about the content of the lesson, drawing posters, drawing mind maps, infographics, etc.; Strengthen the organization of experiential activities that require students to apply information technology capabilities: theatricalization of literary works, rhetoric contests on literary topics combined with PowerPoint presentations, recitation contests with the combination of sound, music...

4. CONCLUSION

To become "global citizens," Vietnamese students need to be formed and develop digital capabilities. This is one of ten important competencies set forth by the new general education program in Vietnam. Therefore, every teacher needs to be aware of the importance of developing digital competence in teaching in general and teaching Literature in particular, especially for ethnic minority students, who have many different and difficult challenges compared to students in urban and rural areas. Literature teachers need to be able to analyze learners' characteristics and then apply measures in a reasonable and scientific manner.

REFERENCES

1. Thanh, H. (2020). Minister Phung Xuan Nha: Enhancing students' digital skills from the first grade. Vietnamnet. Retrieved 30 May 2021, from https://vietnamnet.vn/vn/Giao-duc/nguoi-thay/nang-cao-ky-nang-so-cua-hoc-sinh-phai-la-uu-tien-hang- dau-ngay-tu-cap-hoc-dau-tien-681361.html

2. Tran, T., et al. (2020). How digital natives learn and thrive in the digital age: Evidence from an emerging economy. Sustainability, 12(9), 3819, DOI: 10.3390/su12093819.

3. Do, H. V., Dorner, D. G., & Calvert, P. (2019). Discovering the contextual factors for digital library education in Vietnam. Global Knowledge, Memory and Communication. doi:10.1108/gkmc-08-2018-0071

4. Pham, Q. T., Dang, N. M., & Nguyen, D. T. (2020). Factors Affecting on the Digital Piracy Behavior: An Empirical Study in Vietnam. Journal of Theoretical and Applied Electronic Commerce Research, 15(2), 0–0. doi:10.4067/s0718-18762020000200108

5. https://www.coe.int/en/web/digital-citizenship-education/a-conceptual-model.