

## EDUCATIONAL METHODS IN THE LY AND TRAN DYNASTIES: CONCLUSIONS AND IMPLICATIONS FOR VIETNAMESE EDUCATION TODAY

### *MÉTODOS EDUCACIONAIS NAS DINASTIAS LY E TRAN: CONCLUSÕES E IMPLICAÇÕES PARA A EDUCAÇÃO VIETNAMITA ATUAL*

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#### **ABSTRACT**

Ly and Tran were the two longest dynasties in Vietnam's feudal history and flourished in all fields: military, economy, culture, art, architecture, and education. In addition to the work of defending the country of Dai Viet's army and people during the Ly and Tran dynasties, the educational ideology of this period, including educational methods, met and matched the characteristics and requirements of Dai Viet society at that time. It is also a notable highlight of the Ly and Tran dynasties. The article analyzes and clarifies the educational methods of the Ly - Tran dynasties in Vietnam, thereby providing comments and its significance for Vietnamese education today. Accordingly, the educational method of the Ly - Tran dynasties focused on two main methods: the "teacher reads - student copies" method, memorizing ancient histories and ancient texts, and the question and answer method, the method be a lesson for. The research also draws three observations and two meanings (focusing on exemplary methods in education; exams to select talented people for the country) when learning about educational methods during the Ly and Tran dynasties. The limitation of this study is that it has not shown and analyzed the characteristics of the educational methods of the Ly - Tran dynasties. The article is structured in three parts: (1) Educational methods of the Ly - Tran dynasties in Vietnam; (2) Some observations drawn when learning about educational methods during the Ly and Tran dynasties; (3) The significance for current Vietnamese education when learning about the educational methods of the Ly - Tran dynasties in Vietnam today.

**Keywords:** Education. Method. Meaning. Ly-Tran period.

## **RESUMO**

Ly e Tran foram as duas dinastias mais longas da história feudal do Vietnã e floresceram em todos os campos: militar, econômico, cultural, artístico, arquitetônico e educacional. Além do trabalho de defesa do país do exército e do povo do Dai Viet durante as dinastias Ly e Tran, a ideologia educacional desse período, incluindo os métodos educacionais, atendia e correspondia às características e exigências da sociedade do Dai Viet naquela época. É também um destaque notável das dinastias Ly e Tran. O artigo analisa e esclarece os métodos educacionais das dinastias Ly e Tran no Vietnã, fornecendo, assim, comentários e sua importância para a educação vietnamita atual. Assim, o método educacional das dinastias Ly e Tran se concentrava em dois métodos principais: o método "o professor lê - o aluno copia", memorizando histórias e textos antigos, e o método de perguntas e respostas, o método de ser uma lição para. A pesquisa também extrai três observações e dois significados (foco em métodos exemplares na educação; exames para selecionar pessoas talentosas para o país) ao aprender sobre métodos educacionais durante as dinastias Ly e Tran. A limitação deste estudo é que ele não mostrou e analisou as características dos métodos educacionais das dinastias Ly e Tran. O artigo está estruturado em três partes: (1) Métodos educacionais das dinastias Ly e Tran no Vietnã; (2) Algumas observações feitas ao aprender sobre os métodos educacionais durante as dinastias Ly e Tran; (3) A importância para a educação vietnamita atual ao aprender sobre os métodos educacionais das dinastias Ly e Tran no Vietnã de hoje.

**Palavras-chave:** Education (Educação). Método. Significado. Período Ly-Tran.

## **Introduction**

Regarding time, the Ly dynasty began with Ly Cong Uan in 1010 and lasted until 1225, ending with the ninth generation, Ly Chieu Hoang. The Ly dynasty existed for 215 years, which can be divided into three periods: the prosperous period (1010 - 1127), the middle period (1128-1175) and the decline period (1175-1225). This is not the first dynasty but it has a very important position for a long time to come. The Tran Dynasty (1226 - 1400) was a great dynasty that lasted for 174 years and left profound marks in Vietnamese history. The Tran Dynasty can be divided into three periods: the first period, from Thai Tong to Nhan Tong (1225 - 1293), was the period of construction and resistance against Mongols and Yuan; The second period, from Anh Tong to Hien Tong (1293 - 1341), is the period of continued development; The third period, from Du Tong to the end (1341 - 1400) is the period of decline. For the history of the Vietnamese nation, the Ly - Tran period was one of the periods of brilliant development in all aspects. This is the period of building an independent, unified, and powerful Dai Viet state; was the period when Dai Viet raised the flag of national unity three times to defeat the Yuan-Mongol army and was also the period of building and developing a unified Dai Viet culture, including

education, with many methods. unique educational methods. During Vietnam's current innovation and integration process, the Vietnamese Government always consistently affirms that education and training is a top national policy; Investing in education is investing in development and education must be given priority, ahead of other fields. To meet the urgent demands of reality, the 8th Plenum of the 11th Central Committee of the Communist Party of Vietnam passed Resolution No. 29-NQ/TW, dated November 4, 2013, "On fundamental innovation, comprehensive education and training, meeting the requirements of industrialization and modernization in the conditions of a socialist-oriented market economy and international integration". Since then, educational reform has been carried out in Vietnam with the goal of creating a fundamental and strong change in the quality and effectiveness of education and training to better meet the needs of the public. the construction and defense of the Fatherland and the learning needs of the people. In the current context, the need for educational change also comes from the strong development of the Fourth Industrial Revolution. Under the impact of this revolution, professional knowledge will be outdated very quickly, new knowledge and scientific information will be created at an exponential rate and can be stored in very compact means. In the "digitalized" environment, higher education will be drastically changed from philosophy and educational goals to the role of the teacher, from teaching methods to the "center" position of the learner, in addition to the role of the teacher. In addition, in terms of teaching methods and forms, many educational institutions have not yet approached the "learner-centered" method, the teacher still plays the leading role, the learner is still very passive and the interaction There is not much between teacher and student. Knowledge overload and constant curriculum changes are also consequences of a teaching style that tends to provide specific knowledge, while this knowledge is constantly being supplemented. Therefore, educational innovation is a global trend and Vietnam cannot be out of that trend. Reviewing old stories clearly understands the cause and root of the problem and the relationship between things. After that, contemplating to have better awareness and predict new things that will happen to education today in Vietnam is a meaningful issue in both theory and practice. With the above

mentioned, the article explores the educational methods of the Ly and Tran dynasties and their significance for Vietnam today. This is one of the urgent issues for Vietnamese education today.

### **Research Methods**

The article uses the methodology of dialectical materialism and historical materialism in research and specific methods include: Analysis, synthesis, logic and history.

### **Techniques used**

The article uses research techniques and document analysis from domestic and foreign researchers related to the Ly - Tran dynasties; educational ideology of the Ly and Tran dynasties.

### **Research question**

Question 1: What are the basic contents of the educational methods of the Ly - Tran dynasties in Vietnam?

Question 2: What are the conclusions drawn when researching and learning about the educational methods of the Ly - Tran dynasties in Vietnam?

Question 3: What is the significance for Vietnamese education today when learning about the educational methods of the Ly - Tran dynasties in Vietnam?

#### **Research purposes**

The purpose of the article is to analyze and clarify the educational methods of the Ly - Tran dynasties in Vietnam and its significance for Vietnamese education today.

### **Results and discussion**

#### **Educational methods of the Ly - Tran dynasties in Vietnam**

During the Ly dynasty, the policy of studying and taking exams according to the Confucian regime was determined, but during the reign of King Ly Thai To and Ly Thai Tong, they did not pay much attention to opening schools and did not

organize exams to select talented people. Studying became more and more important during the reign of King Ly Nhan Tong (1072 - 1127), at which time examinations officially became a tool to select talented people to serve the country. During the Tran Dynasty, schools and classes were expanded in scope, divided into two clear systems: schools in the Capital and private schools in localities. Regarding schools in the capital, the Tran dynasty still inherited the Quoc Tu Giam from the Ly dynasty. Regarding language and writing during this period, although Nom script appeared, in education and examination, the kings of the Ly Dynasty used Chinese characters. In fact, this is a foreign language. This borrowing created internal contradictions in feudal society at that time. Although, the main written language used at that time was Chinese characters; However, Nom script existed in parallel among the people. For example, during the Tran dynasty there were compositions in Nom. Regarding learning materials during this period, there were mainly scriptures from China including: Four Books (Analects, Mencius, University, Middle Ages), Five Classics (Sutra of Poetry, Classic of Books, Spring and Autumn Classic, I Ching of Changes, Litany). At the same time, famous poems, essays, and essays from ancient times such as the great poems of the Tang Dynasty by Du Fu, Ly Bach, Bach Cu Di,... were also used in teaching and examinations at that time. In addition, education during the Ly - Tran period also used the Three Character Classics to teach students who were just starting to learn. Along with Confucian classics, the educational content of the Ly - Tran period also used a large number of Buddhist scriptures and classics. Besides using original Buddhist scriptures and books from abroad; The educational ideology of the Ly - Tran period also used specific materials from Vietnamese Zen Buddhism of this period. In general, the classic scriptures and books of Confucianism, Buddhism, and Zen essays and poems of the Ly - Tran period provided quite complete and rich sources of material to ensure education in the Ly - Tran period. achieve the above-mentioned purposes. Regardless of the form of study and examination, in general the main content of educational ideology in the Ly - Tran period focused on three major contents.

Regarding teaching and learning methods, "teacher reads - students copy" was considered the optimal teaching method at that time; Accompanied by

memorizing ancient histories and ancient texts in sutras and classic books. Because they are considered a golden mold, a jade ruler, for dealing with people as well as a moral outlook on life. Learners have no other choice than to memorize and then reflect, contemplate and set for themselves principles and mottos for living according to the examples of ancient people in history. Although this is a scholastic teaching method, it does not promote the independence, creativity and critical thinking of learners; However, it was completely consistent with the content of Confucianism and the training requirements of feudal mandarins at that time. Along with the teaching method "teacher reads - student copies", during the Ly - Tran period, there were two more teaching methods: "question and answer method" and "example method". These two methods are not only performed in schools, but also in temples, in talks between Zen masters and disciples, students, practitioners, or between kings, mandarins, and generals. with the gods. The question and answer method helps the other person reveal their ability to understand the problem, from which the teacher can grasp that ability to find ways to approach and educate. The method of setting an example is very useful in moral education. In addition to the above three educational methods, the educational ideology of the Ly - Tran period also produced a very unique and deeply national educational method. This can be called the "practice-experiential method". It is this method that has erased the scholastic and cliché nature of the theory; Moreover, it ensured that "learning goes hand in hand with practice", having a strong and profound impact on social life at that time. One manifestation of this method is that Tran Nhan Tong went everywhere preaching about doing good deeds.

In general, education and learning methods during the Ly - Tran period were not rich; However, these methods of education and learning met and matched the characteristics and requirements of Dai Viet society at that time. Ensuring that the educational ideology of this period can achieve the set educational goals. Historically, they still have a certain role and meaning.

During the Ly Dynasty, when the nation's independence and autonomy were just being formed, the state took care of developing education to select talented people to strengthen the dynasty and build a prosperous nation. Selected talents are

now assigned to positions related to literature and martial arts, giving importance to talents recruited from exams. But it is not cyclical or regular, but only according to the needs of the country, when people are needed, the exam will be held. In general, the Ly dynasty's exam rules at that time did not have a clear, certain, or fixed annual method. The court only organized exams when there was a need for talented people to help the king. The educational ideology of the Ly Dynasty took Confucianism as the official foundation because it was a solid support for building a centralized feudal nation, while Taoism was still weak and Buddhism was not able to regulate. Dai Viet's social order at that time. During the Tran Dynasty, the first exam during the Tran Dynasty was the Three Teachings Exam, held in 1227 to select people who were proficient in both Buddhism, Taoism and Confucianism. In 1396, Vietnamese examinations began to be clearly divided into 3 examination departments: Huong, Hoi, and Dinh. When distinguishing between three exam departments, Huong, Hoi, and Dinh, the Dinh exam has a different position. It is the next exam of the Hoi exam department because only the Dinh exam will arrange and award all kinds of degrees. If you pass the Hoi exam, you will only be recognized as successful, not a doctor. Thi Dinh is a separate exam department because it has a different system of exam-making, proctoring, and grading than the exam officials of the Hoi exam, and the king directly sets the exam questions. After the Hoi Exam, there is a table to determine the Hoi's own Nguyen Dynasty, and the Dinh Exam has its own Dinh Nguyen. The highest degree of the exam departments held during the year is decided by this exam. Therefore, it enhances the king's prestige and status before his disciples. It was these reforms in examinations that brought the examination of the Tran Dynasty to a sophisticated and disciplined level, and in the Le Dynasty, they were roughly inherited from the foundation of the Tran Dynasty. In general, Buddhism and Taoism were still considered important in Tran dynasty examination education. Confucianism did not completely retain its unique position, so students taking the exam had to know both Buddhism and Taoism. It was not until the end of the Tran Dynasty that Confucianism took a dominant position.

Some observations drawn when learning about educational methods during the Ly and Tran dynasties.

First, the educational method of the Ly and Tran dynasties emerged from the historical, economic, political and social conditions of Dai Viet, certain theoretical premises of the era and the patriotic tradition of the Vietnamese people. Male. Patriotic tradition is one of the top values, playing a central role as the foundation for all spiritual activities of the people and becoming the fulcrum for the longevity of the Vietnamese people. Patriotism is a red thread throughout the nation's history, becoming the highest standard in the ladder of traditional values of the Vietnamese people and the hidden, never-ending strength of the people. It was the fervent patriotic tradition that contributed to influencing and influencing the educational methods of the Ly and Tran dynasties.

Second, the educational method of the Ly - Tran period was quite complete, expressed mainly through language, writing, and teaching methods; Examination. Based on the characteristics and requirements of Dai Viet society, the educational method of the Ly - Tran period identified specific educational contents: intellectual education, moral education and education. national spirit and patriotism for the people of Dai Viet. With basic, practical educational methods and an examination system that values talents, the education system of this period not only contributed to affirming the strength of the Dai Viet state in administration and management, the development development of an autonomous culture, but also satisfies the cultural and spiritual needs of the people.

Third, with notable milestones and events that we can mention such as: In 1070, the Temple of Literature was built in Thang Long. In 1075, the first examination was opened to select mandarins. The state pays attention to education and examinations. In 1076, Quoc Tu Giam opened - the first university in Vietnam. The examination regime is not yet in order and regulated. The construction of the Temple of Literature and Quoc Tu Giam marked the birth of Dai Viet education; Chinese literature initially developed; singing activities. Dancing, folk games, architecture, sculpture... all developed, with diverse, unique and flexible artistic styles, typically the One Pillar Pagoda, dragon image of the Ly Dynasty; Cultural and artistic achievements have marked the birth of a distinct national culture - Thang Long culture.

## **Significance for Vietnamese education today when learning about the educational methods of the Ly - Tran dynasties in Vietnam today**

### **First, focus on the method of setting an example in education**

The method of setting an example is a traditional method in the system of methods: visual, reward, punishment... but it plays a very important role in teaching. Setting an example is a method of using good things, typical advanced people, to strongly influence others, making them admire, approve and follow. The essence of the exemplary method from a psychological perspective is imitation, a natural phenomenon of people, they consciously imitate each other, based on their understanding, intellectual development, each person's moral experience and life capital. We can also briefly understand that setting an example is setting an example, creating a standard for others to learn and follow. Setting an example and setting an example is the way people socialize their personal personality according to a certain standard, so that others can learn, practice and follow... Therefore, take examples of good people and good deeds every day. To educate each other is one of the best ways we can draw from learning about the educational methods of the Ly - Tran dynasties. The content of setting an example in education needs to be expressed in all three relationships: towards oneself, towards others and towards work. For me, it means not being arrogant or complacent. Because arrogance and complacency are very dangerous diseases. Towards people, we must be loving, tolerant, and generous; Must always have a sincere, humble and united attitude. For work, you must be dedicated, dedicated, responsible, exemplary, and strive to complete all assigned tasks well.

For Vietnamese education today, in the context of innovation and integration, to well implement the exemplary method, it is necessary to:

Firstly, uphold the exemplary role in ethics and lifestyle of teachers and managers at all levels of the education and training sector; Teachers are not only a shining example of morality but also must have good professional qualifications. The quality of teachers is an important factor that has a long-term impact on the quality of education. Nowadays, in the trend of globalization, society is developing at a

breakneck speed, so the way of seeing, understanding and teaching of teachers must always innovate, always update knowledge, constantly learn to improve. Improve knowledge and understanding to meet the increasing demands of future generations. If teachers do not have a constantly new knowledge base and keep repeating dry, dogmatic lectures, copying, reciting, old knowledge will make learners bored.

Second, build a healthy pedagogical environment to contribute to improving the quality of education and moral training for learners. Because the impact on learners' cognition, emotions, and will is not only from the educational subject but is also strongly influenced by the cultural and pedagogical environment. There must be a pedagogical collective that is united, cordial, wholeheartedly devoted to its beloved students, and can well handle relationships inside and outside the school, especially relationships with local people. On the other hand, it is necessary to focus on the standards of building a new human being with comprehensive development in ideology, politics, intelligence, morality, physicality, creative capacity, community awareness, compassion, tolerance, respect for love, cultural lifestyle, harmonious relationships in family, community and society. The content of building an educational environment needs to have a focus, focusing on traditional education, political education, building moral qualities, lifestyle and improving the ability to self-orientate and regulate. correct, nurture and develop perfect personality in the direction of reaching "truth, goodness and beauty" to create positive public opinion, not allowing "bad habits", backward and negative lifestyles contrary to Moral standards penetrate the school.

Third, we must closely combine three educational environments: "school - family and society". Because we all know, learners are children of families and members of society. In a family, if grandparents, father, mother, brothers, and sisters live without role models, it will have a very negative impact on the children's thoughts and feelings. In society, if people or state officials and officials have moral degradation, it will be a bad example that will harm the ethics and lifestyle of students.

Second, exams are used to select talented people for the country

During the Ly - Tran period in particular and the feudal period in Vietnam in general, selecting talented people was mainly through examination. Accordingly, periodically the feudal court would hold exams to choose talented people. Anyone (men) can participate in the test, regardless of old or young, rich or poor, class, ethnicity... Therefore, anyone can have the opportunity to be an official to help the people and people. Water as long as real wealth. The process of feudal times was to study - take exams and pass the exams to become an official. Therefore, candidates study diligently and practice morality according to Confucian standards. During the Ly and Tran dynasties, the quality of "talent" was expressed in: having courage, ambition to "establish oneself", wanting to become a useful person for society. That is Ly Thuong Kiet (1019-1105) who tried every way to be trusted; is Tran Quoc Toan (1267-1285) with the oath "Sat That"; or the basket-weaving boy Pham Ngu Lao (1255-1320) with great spirit. Thinkers of the Ly and Tran dynasties also believed that talented people were virtuous people, expressed in patriotism, love for the people and loyalty to the dynasty: patriotism was the basic moral standard for talented people during the dynasty. Ly, Tran. Patriotism is expressed in deep national pride, in the courage to sacrifice oneself to maintain independence (Nam Quoc Son Ha); in the awareness of protecting national cultural identity. During the Ly and Tran dynasties, taking care of people's lives was proposed as a requirement of governing the country. Ly Thuong Kiet said: "The Tao of mastering the people consists in nurturing the people". Tran Quoc Tuan (1232-1300), a typical talented man of the Tran Dynasty, affirmed: relying on the people is a "deep and lasting" plan to build a lasting country; Talented people must be loyal to the king and the dynasty. Although the country's circumstances were different, the kings of the Ly and Tran dynasties required talented people to have this quality through regulations on participating in the Oath Festival at Dong Co Temple on April 4 every year. Many legal documents such as (edicts, schedules, etc.) issued by the Ly and Tran kings all express the spirit of promoting loyalty. Even though the laws of the Ly and Tran dynasties had special favors for talented people, if they committed crimes that showed disloyalty, such as: plotting treason, destroying temples, mausoleums, and palaces. The king was still punished with a serious crime.

Nowadays, the selection of talented people can be said to be very strict, such as having enough educational qualifications, degrees, background, political conditions, moral qualities, work history... and must pass examination. However, finding and recruiting truly talented people still has many issues that need to be discussed. Many talented people are not respected because society requires too many conditions. In the current context, if Vietnam wants to develop quickly, it needs to have a mechanism to respect talents and promote the creative capacity of the science and technology team. Implementing good use of talent not only helps Vietnam develop quickly and sustainably but also prevents "brain drain" - one of the risks of falling behind in Vietnam when integrating internationally. Because international competition is ultimately a competition for talent. Innovation, opening up and economic integration in the region and the world will have many foreign businesses operating in Vietnam. The possibility of transferring public talent to the private sector is inevitable. If this worrying issue is not properly handled and there are no appropriate measures and policies to select talent, the public sector may lack qualified experts in the near future. To discover, attract and utilize talented people in the current conditions in Vietnam, some contents that can be implemented will be:

Firstly, focus on practicing democracy in a practical way so that talented people can express, appear, and assert themselves. To discover and select people with demonstrated talent, or people who have shown real talent, it must be democratic, open, fair, avoid respect, and avoid confusing talented people with opportunists. Fawning, obedient, docile but incompetent. Unlike this type of person, talented people are often straightforward, honest, and boldly express their own opinions without fear of authority. Therefore, if you want talented people or talented people to use all their talents to serve the nation, serve the Fatherland and the people, it is very necessary to clearly define the criteria for talent and virtue in a very specific way; Those criteria must be quantified to have a clear basis for recommending, introducing, selecting and appreciating talented people.

Second, it is necessary to create the most favorable conditions and environment to nurture, care for, foster, develop and perfect the capabilities and

qualities of talented people. Only leaders who are truly talented, fair, honest, and appreciate talent can use talented people. Only then can talented people feel secure in devoting all their intelligence and talent to the cause they pursue, wholeheartedly serving the country and the people. In recent times, it is not uncommon for individuals to take advantage of staff work processes and collective roles in a very sophisticated way to arrange and place acquaintances, relatives, and family members in important places. important to create group benefits. There needs to be a special remuneration regime for talented people to fully develop their abilities and contribute their talents to the cause of national development; At the same time, strictly handle acts of abuse of power to hinder and suppress talented people. If there is a policy to discover, attract, and utilize talented people along with a democratic and transparent recruitment method, truly respecting talent, a favorable social environment, and a worthy remuneration regime, it will attract talented people, thereby bringing many practical benefits to the country in the current digital technology era.

## **Conclusion**

Ly and Tran were the two longest dynasties in Vietnam's feudal history and flourished in all fields: military, economy, culture, art, architecture... Besides the work of defending the country of Dai Viet's army and people during the Ly and Tran dynasties were shown through the resounding victories of the resistance war against the Song Dynasty (1077) and three great victories over the Yuan-Mongol armies (1257-1285-1288), which are deeply engraved in the memory of the Vietnamese people. and became a great pride in the heroic tradition of fighting against foreign invaders of the Vietnamese people. The Ly-Tran period was also a period of development in educational methods, meeting and suitable with the characteristics and needs of the Vietnamese people. needs of Dai Viet society at that time. The article analyzes and clarifies the educational methods of the Ly - Tran dynasties in Vietnam, thereby providing comments and its significance for Vietnamese education today. Accordingly, the educational method of the Ly - Tran

dynasties focused on two main methods: the "teacher reads - student copies" method, memorizing ancient histories and ancient texts in sutras and classic books. and the question and answer method, the exemplary method. These methods are not only performed in schools, but also in temples, in talks between Zen masters and disciples, students, practitioners, or between kings, mandarins, and generals. with the courtiers, meeting and conforming to the characteristics and requirements of Dai Viet society at that time. The research also draws three observations and two meanings (focusing on exemplary methods in education; exams to select talented people for the country) when learning about educational methods during the Ly and Tran dynasties. The limitation of this study is that it has not shown and analyzed the characteristics of the educational methods of the Ly - Tran dynasties.

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### **Conflict of Interest**

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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