Training Based on Imitation of Elements of Television: a New Approach to Organizing Lessons in Education in Pedagogical Universities of Vietnam

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Abstract

The article analyzes the reform of pedagogical education in Vietnam from the point of view of introducing innovations in teaching disciplines for pedagogical students, particularly in innovations in organizing lessons in Pedagogy, both theoretical and practical discipline. In this sense, the role and objectives of the pedagogy discipline in the training future teachers in accordance with the requirements of the globalization process in the field of education in Vietnam are revealed. To achieve these objectives, it is necessary to develop new approaches to organizing the course of Pedagogy, in which many aspects should differ from the traditional ones, in which training is mainly designed based on presenting educational materials and makes students passive learners. The author of the article has proposed an idea to link the process of teaching Pedagogy with television, in which television programs become examples of organizing the training, i.e. the teacher and students actively participated not only in educational activities, but also in a television program. This educational model was created based on interdisciplinary theoretical and methodological approaches (psychology, pedagogy, sociology, journalism, etc.). When describing the teaching of Pedagogy based on imitation of elements of television, we consider it as an integral system, and the whole process. From the structural and systematic point of view, the author describes the elements of this training model: the purpose, content, methods, means of training, the role of the educator and trainees. From the procedural point of view, the article presents the stages and steps of our learning model: analyzing learning context, writing a pedagogical script, organizing learning process and obtaining feedback from students. The article proposes a general scenario of this type of training, which is based on both pedagogical and television scenarios.

Keywords: training, simulation training, TV, television, education, media education, media literacy.

1. Introduction

A brief analysis of the relevance of training based on the simulation of elements of television

In the XXI century, teacher education in Vietnam is developing in a completely new environment: the scientific revolution, the process of globalization and international integration, the transition to a knowledge society. In this context, new teacher training challenges have been identified, which requires the development of an active teacher model. Teachers are now not just teaching, but should be artists in the classroom. So, here we are talking about the pedagogical art of future teachers. In solving this problem plays a crucial role in the discipline of pedagogy. However,

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the fact is that the teaching of this subject at present in pedagogical universities in Vietnam is still academic in nature and is burdened with the preparation of students for the theory, which develops their professional competence and love for the profession. To solve the problem of innovation teaching Pedagogy in this article we associate the process of teaching Pedagogy with television, one of the rapidly developing media. We have developed a model of training based on simulation of TV elements. In other words, television is now becoming a treasure trove of ideas for the innovation of teaching Pedagogy. This scientific idea can create the following modifications:

First, learning based on the simulation of TV elements will facilitate the teacher and students to interact in a multidimensional interactive environment: between the teacher and students, between students, students with characters through the systematic application of special methods, tools and forms of learning.

Secondly, the organization of teaching Pedagogy on the basis of imitation of elements of television allows you to make the process of teaching this course continuous in a new direction, in which learning becomes closer to the life of students.

Thirdly, the organization of training on the basis of imitation of elements of TV meets modern requirements on diversification of methods, forms of training.

We can say that the relevance and novelty of training based on imitation of elements of television meet the requirements of research of pedagogical science and educational and practical training of teachers today.

2. Materials and methods
Basic terms of the learning model based on the simulation of elements of television
The main terms of this model of training are such concepts as: training, simulation training, simulation training on the basis of elements of television, pedagogical scenario and the scenario of television programs.

It should be noted that today there are different approaches to the interpretation of the concept of training. In our opinion, training in higher education is a specially organized, purposeful and controlled process of interaction between the teacher and students (Voronin, 2006).

As one of the models of training in higher education, simulation training shows great interest from teachers in the medical, military and technical fields, but in the field of pedagogical education, unfortunately, there is no systematic study of this model of training. As one of the models of training in Higher education, simulation training shows great interest from teachers in the medical, military and technical fields, but in the field of pedagogical education, unfortunately, there is no systematic study of this model of training. In order to reveal the essence of this concept, we turn to the interpretation of simulation training Ershova Angelica Yurievna, a teacher of the Kansk medical College. According to her, simulation training is training in which the student consciously performs actions in a situation that simulates a real one, using special training tools (Ershova, 2015). In this sense, we understand imitation as likening to someone or something, reproducing, repeating, copying. According to the author Ngo Tu Thanh (Ngo Tu Thanh, 2008), the simulation method as a teaching method includes 3 elements: the object of study, the model of the object of study and the result of the study (Figure 1).

Based on the above understanding of the concepts of training and simulation training, we introduced into the literature of pedagogical science the concept of training based on the simulation of television elements, which is understood as a specially designed, organized, educational and cognitive multi-level process based on the simulation of television elements as content, script, format of television works, style of interactive interaction of characters of television programs, expressed by the system of training sessions organized in accordance with the training scenario, which was developed in advance by the teacher.

This learning process is carried out in an interactive media environment, in which the educational and research activities of students are organized according to the format of a television program under the guidance, control and correction of the teacher through a system of practical training tasks. In the context of this training, the interaction between the teacher and the students is not just the interaction between the teacher and the students, but the interaction between the characters of a particular television program.

Teaching Pedagogy based on the simulation of TV elements has the following features:

a) Teaching Pedagogy on the basis of imitation of elements of television is focused on the formation and development of future teachers of pedagogical art as a manifestation of the highest level of development of their pedagogical competencies.
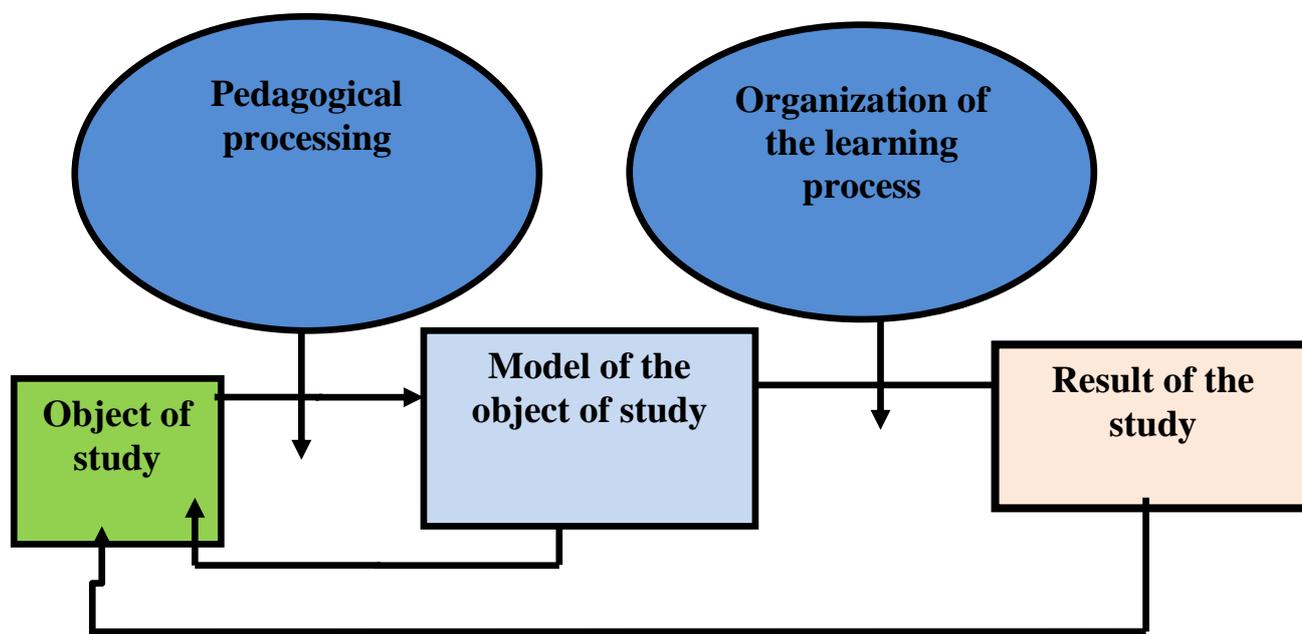
Fig. 1. The structure of the simulation method as a teaching method

b) The purpose of the training is divided into the objectives of the training topics, which are developed on the basis of the following bases:
- Course objectives, objectives of each section, Chapter of the discipline of Pedagogy;
- Graduation standards of pedagogical universities of Vietnam;
- The main competencies that need to be formed in future teachers.

c) The content of training should be selected from specific topics, which are determined by the following principles:
- The theme of training should be both public and scientific;
- The theme should help the formation of pedagogical art in students;
- When mastering a particular topic, it is easy for students to conduct different types of cognitive research activities.

d) Teaching methods are developed on the basis of the ideas of the TV program, so they can be diverse in genre, close to the students, contributing to increasing the fun of learning.

e) In addition to the traditional role of knowledge transfer, the teacher here has new roles in teaching Pedagogy based on the simulation of elements of television:
- Teacher-designer;
- Teacher-editors and writers;
- Teacher-Director;
- Teacher-artists.

(f) The role of students in teaching Pedagogy based on the imitation of elements of television: writers, performers, artists.

(g) Form of teaching Pedagogy based on imitation of elements of television: There is a transition from the class-lesson form of education to the form of television Studio. So, the teacher and students feel not in the classroom, but in some TV Studio, which facilitates their educational load.

The main product of our creativity is a pedagogical scenario. It is pedagogical creativity of the teacher which allows it to provide sequence of the actions and corresponding actions of students in a concrete situation of training at studying of this or that subject. Here, the pedagogical scenario is understood as a purposeful, personally oriented, methodically built sequence of pedagogical methods and technologies to achieve pedagogical goals (Robert, Lavina, 2009: 79).

The essence of pedagogical and television script allowed us to structure the scenario simulation training is based on simulated elements of television as follows (Table 1).

Table. 1. General structure of training scenario based on simulation of television elements

Training theme
A. The purpose of studying the theme
B. Keywords
C. Preparation
D. Stages of organization of the learning process

1.Stage 1: Start
- To study the psychological state of students before the lesson
- Warm-up TV games

* Description of the Description of the scenes

№ scenes	Time	Activity of the teacher	Activity of students
1			
2			

2. Stage 2: Organization of types of educational and research activities of students
- Organize educational activities aimed at the formation and development of students ' critical thinking ability in the form of television talk shows;
- Organize educational activities aimed at the formation and development of students ' methodological competence in the form of television games
- Organize educational activities aimed at the formation and development of students ' social competencies in the form of different television programs;
- Organize educational activities aimed at the formation and development of students ' individual competencies in the form of various television programs;
3. Stage 3: Relaxation
- Removing the Comedy
4. Stage 4: Get feedback from students in the form of a "TV mail" program"

3. Discussion

Discussions on the problems of television in education

Television appeared in the early twentieth century and developed at a hurried rate thanks to the advancement of science and technology and technology, creating an important information channel in social life. The impact of television on human life is reflected in the amount of time people spend watching television. In modern cities the average television is 7 hours and 38 minutes in a day (Semali, 2000: 13).

The result of the analysis and generalization of the literature of media education allows to emphasize the following discussions about the use of television in education.

• *Discussion on the features and genres of educational television*

Features of educational television is analyzed in the books of authors such as: V.P. Mushtaev (Mushtaev, 1985), V.V. Egorov (Egorov, 1986), E.M. Efimov E. M. (Efimov, 1986). O.R. Samartsev's research was about languages, genres of educational television (Samartsev, 1995; 1998). G. Jacquinot and G. Leblanc wrote about the educational television genres (Jacquinot, Leblanc, 1996).

• *Discussion on the theoretical basis of educational television*

The problem of psychological foundations of educational television is reflected in the dissertation of A.A. Stepanov. The purpose of his research is to critically evaluate the theoretical concepts of educational television, on the basis of his and the works performed under his leadership to analyze the features of the technical means and its impact on students, to develop the conceptual apparatus necessary for its further study, improvement and practical application. The most authoritative schools in bourgeois psychology are behaviorism and cognitivism, which arose as a result of the synthesis of the ideas of Gestalt psychology, the theory of the dynamic field

of personality of K. Levin and some ideas of behaviorism (Stepanov, 1973). The pedagogical foundations of educational television are analyzed in the studies of S.R. Feiginov (Feiginov, 1977), V.M. Kuznetsov (Kuznetsov, 1982) and G.V. Redko (Redko, 1993).

• *Discussion on educational functions of educational television*

In 1967, S.N. Penzin for the first time analyzed the possibilities of aesthetic education on television. He studied a new form of aesthetic education, which allows to distribute both films and knowledge about them, to analyze some problems of the methodology and principles of creating the most successful series about cinema, thereby making the first attempt to identify the specific features of television propaganda of cinema and to prove that of all the existing ways of educating moviegoers, television can now become the most effective (Penzin, 1967). Further, it is necessary to emphasize the study of V.V. Ksenofontov on the function of Communist education of television (Ksenofontov, 1976), the study of V.A. Monastyrsky (Monastyrsky, 1979), G.Ya. Vlaskina (Vlaskina, 1985), A.V. Fedorov (Fedorov, 1994) on the function of aesthetic education of television.

4. Results

We created a model of lessons in pedagogy was applied in a large group of students (98 students) in Hanoi national university of education of Vietnam in the study of 7 topics of pedagogy. Before and after the experiment, we asked students to perform tasks to assess the development of 4 groups of students' competencies (critical thinking competence, methodological, social and individual competencies). When evaluating a student's work, a point-rating system (10 points) is used (Table 2).

Table. 2. Indicators in percent of students of the experimental group, achieved levels of competence before and after the experiment

Points	Critical thinking competence		Methodological competence		Social competence		Individual competence	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
Less than 5 points	54.1 %	0 %	65.3 %	0 %	29.6 %	0 %	0 %	0 %
From 5 to 6.4 points	39.8 %	4.1 %	34.7 %	1.0 %	67.3 %	18.4 %	63.3 %	2.0 %
From 6.5 to 7.4 points	6.1 %	78.6 %	0 %	85.7 %	3.1 %	33.7 %	36.7 %	45.9 %
From 7.5 to 8.4 points	0 %	17.3 %	0 %	13.3 %	0 %	48 %	0 %	52.1 %
From 8.5 to 10 points	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %

In addition, we also conducted a survey to measure the level of student satisfaction and obtained the results presented in Table 3.

The high level of satisfaction of students shows that we created a model of classes in pedagogy on the basis of imitation of elements of television strongly positively influences educational motivation and interest of students to the course "Pedagogy". This allows us to confirm the practical importance of this model of training, which expresses our new approach to the design and organization of training in higher education, where the teacher and students are not only the teaching and learning, but also the personalities of television programs. It should be noted that the educational motivation of students is one of the most important criteria for the quality of

education. We hope that our model of education will be applied not only in the course "Pedagogy", but also in the courses of other disciplines in higher education, which will make learning in it become more diverse and effective.

Table 3. Percent of students by satisfaction options

The level of satisfaction	*Percent of students*
High	67 %
Average	33 %
Low	0 %

5. Conclusion

1. The Idea of training on the basis of simulation of television is based on the connection of the idea of using elements of television in education with the theory of simulation training (Bank, 1998; Meyer, Nguyen Van Cuong, 2013; Zeigler, 1979);

2. The Results of our study allowed us to solve a theoretical problem that has not yet been fully studied in pedagogical science. It is a question of innovation of pedagogical process in the direction of imitation of elements of TV that promotes the solution of a practical problem of increase of quality and efficiency of training of pedagogical shots by means of training in Pedagogics in pedagogical universities in Vietnam.

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