

About General Educational Motivation Models¹

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Abstract: *The article discusses a general motion models of educational philosophy proposed by Ho Ngoc Dai and Vu Cao Dam following the theory of cultural type and the author's definitions of educational philosophy. This model could be interpreted from different dimensions and therefore can also be referred to as the multi-dimensional motion model of education. The verification of this model was based on an analysis of data in some countries in the West, Northeast and Southeast Asia. Thereby, not only the explanatory power of the philosophical interdisciplinary approach - cultural studies - pedagogy but also its potential and prospects shall be proved.*

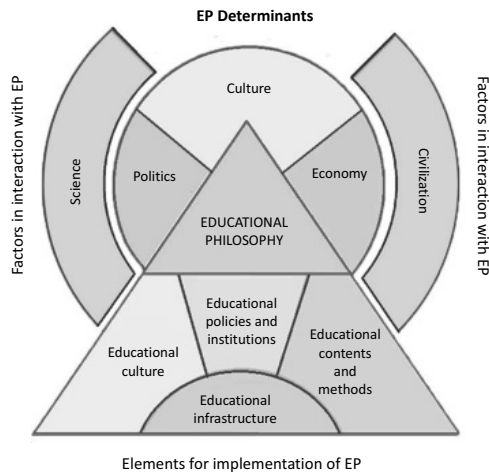
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1. Introduction

The concept of educational philosophy (EP) in Vietnam in the recent 15 years has become the topic of discussion that involves the academia, the public opinions and the debate among members of the National Assembly. A study of EP is therefore necessary as it lies between philosophy and education and relates to multiple disciplines, particularly cultural studies.

In Tran Ngoc Them (2020a: 2), we provided a comparison between EP and philosophy of education (POE) in the relation to educational ideology and educational practice. Concurrently, we introduced a diagram for the external structure of education, demonstrating three determinants of EP, including politics, economy, and culture. The determinants are presented in an interactive relationship with two other critical factors, namely science and civilization. The implementation of EP is enabled by four groups of elements: educational policies and institutions, educational culture, educational contents and methods, and educational infrastructure (Figure 1).

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Figure 1. External structure of EP

Source: Tran Ngoc Them, 2020a.

Thereby, we define EP is the central ideology for the whole or some of educational activities that is drawn from practical experiences or research results and subject to politics, economy, and culture in the interaction with science and civilization and is concisely or implicitly expressed in a verbal or nonverbal form as the basis for the formation and direction of rationale and practice. In accordance with another definition of EP in Tran Ngoc Them (2020b: 2), we propose three ways of defining EP: in a narrow

sense (commonly used in Vietnam); a broader sense (commonly used in Western countries); and an in-between definition (used worldwide) (Table 1).

Thereby, we offer a structure of three levels and six elements for the in-between definition of EP (Tran Ngoc Them, 2020b: 4). Level 1 is the required foundation, consisting of two elements: educational purposes and objectives. Level 2 is the fundamental foundation with two elements: the principles and core values of educational culture. Level 3 is the extended foundation with two more elements: Requirements of educational contents and methods (Figure 2). Thus, there are four corresponding constituents of those four elements of EP.

Throughout history, EPs suggested by different groups from different cultures, spaces and periods of time would result in different movements. The article focuses on the motion models for EP in such a variety of contexts.

2. Some EP motion models

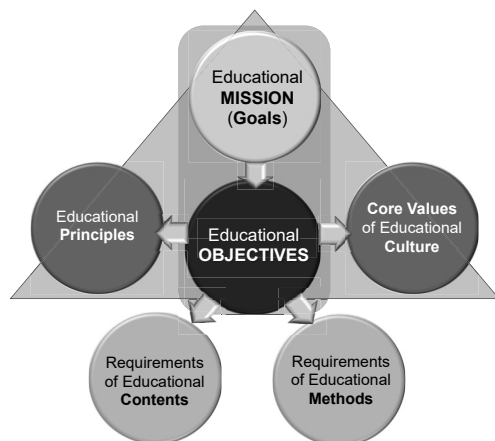
Among the studies of EP, two works that discussed the EP motion models were done by Ho Ngoc Dai and Vu Cao Dam.

Table 1. Three ways of defining EP

Def. Criteria	Narrow sense	In-between	Broader sense
Similarity	The core ideology as a guideline of education		
Form of existence	Clear, explicit, public		Non-binding: Either explicit or implicit
Conciseness	Concluded into keywords	Non-binding: Either be concluded into keywords or not	
Consensus	Widely recognized		Non-binding: Either be widely recognized or specialized
Content	Narrow and often an idea	Broad and often an ideological system	

Source: Tran Ngoc Them, 2020b.

Figure 2. A structure of three levels and six elements for the in-between definition of EP



Ho Ngoc Dai (2019: 1-35) from a philosophical perspective argued that every fundamental form of society has its own philosophical category and a corresponding EP. The human history up to now has undergone three forms of society, namely feudalism, bourgeois, and modernity. Their corresponding philosophical categories include social levels, social classes and individuals with three respective EPs of submission, struggle, and cooperation.

The later philosophy would negate, but not eradicate, the previous one(s): they still exist in history but play a minor role and fall backwards (Table 2).

Table 2. EP motion models in three forms of society

Form of society	Philosophical category	EP
Feudalism	Social level	Submission
Bourgeois	Social class	Struggle
Modernity	Individual	Cooperation

Source: Ho Ngoc Dai, 2019.

Meanwhile, Vu Cao Dam (2016: 112-118, 126), based on the relationship between education and science, suggested a three-phase motion model of EP: education after science (education about scientific achievements; taking place from the early periods until the 19th century); education on par with science (interaction between education and science for mutual development; taking place in the first half of the 20th century); and education ahead of science (education about what would pave the way for science to develop; taking place since the second half of the 20th century up to present). For each phase, the author identified four physiological constituents: the philosophy of the targeted trainees, the philosophy of the educational contents, the philosophy of educational methods, and the philosophy of macro management. Table 3 presents two constituents regarding trainees and methods.

Table 3. EP motion models in relation to science

Phase	Education-science relationship	EP	
		Targeted trainees	Educational methods
Phase 1 (from beginning until the 19 th century)	Education after science	Scholastic and flowery	Dictation
Phase 2 (1 st half of the 20 th century)	Education on par with science	Skillful	Imitation
Phase 3 (2 nd half of the 20 th century until now)	Education ahead of science	Creative	Application

Source: Vu Cao Dam, 2016.

Both Ho Ngoc Dai and Vu Cao Dam studied the movements of EP over periods of time. While Ho Ngoc Dai paid more attention to the mission of education, which is to serve societies, Vu Cao Dam stressed more on purposes of education and types of people that education should target and the respective consequences.

3. Multi-dimensional motion model of EP

The multi-dimensional motion model of EP is based on theories of cultural types from a multi-disciplinary approach that involves philosophy, pedagogy and cultural studies. We have proposed and developed this model in our publications over a period of 20 years, from 1996 until 2016 (see further Tran Ngoc Them, 1996: 34-58; 2013: 85-90; 2016: 69-86).

Accordingly, all types of culture - like cultures of ethnic groups (cultural background), regional cultures (North, Central, South, etc.), institutional culture (corporations, agencies, schools, etc.), formative culture (political, educational, economic, etc.) - could be categorized into one of three types as follows: negativity-inclined culture, intermediate culture, and positivity-inclined culture.

There are three types of EP corresponding to those three types of culture, of which

the constituents include mission, purpose and educational method as presented in Table 4 (For simplicity, the two elements of educational principles and culture have been excluded).

In a more comprehensive way, the general motion model of EP could be demonstrated following three educational levels of secondary education, higher education, and post-graduate education that correspond to three types of EP as mentioned earlier. This synthetic motion model of EP could be interpreted from different dimensions and thus is named also the multi-dimensional motion model (Figure 3).

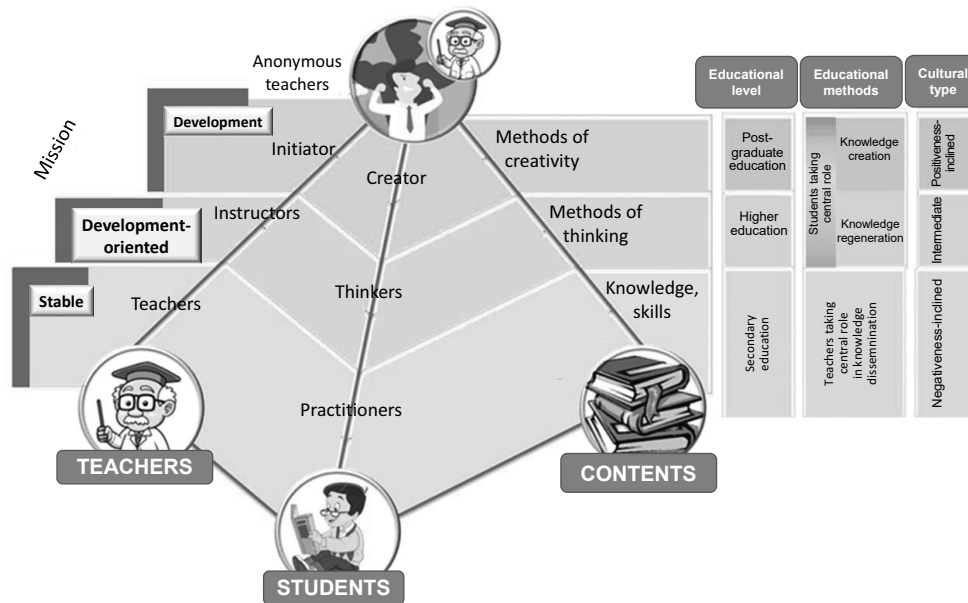
In terms of mission, three constituents of EP include a stable society, a development-oriented society, and a development society. As for purpose, three constituents of EP are practitioner, thinker, and creator, for whom the corresponding teacher is communicator, instructor, and initiator. Applying the principle of lifelong learning, after the student graduates, the teacher would become an anonymous person or anyone else at times.

Regarding educational content, three constituents of EP include teaching/learning knowledge and skills, teaching/learning methods of thinking, teaching/learning methods of creation.

Table 4. General EP motion model

EP Cultural type	Mission (social form)	Purpose (type of people)	Educational content	Educational method	
Inclined to negativeness	Stable society	Practitioner	Knowledge, skills	Teachers play a central role in dissemination of knowledge	
Intermediate	Development oriented society	Thinker	Methods of thinking	Students play a central role	Students regenerate knowledge
Inclined to positiveness	Development society	Creator	Methods of creation		Students create knowledge

Figure 3. Multi-dimensional motion model of EP



Concerning educational method, there are three constituents of EP, namely teacher taking central role in disseminating knowledge, student taking central role in regenerating knowledge, and student taking central role in creating knowledge.

About educational level, secondary education is for imparting knowledge and skills in order to train practitioners. Higher education is for training of methods of thinking in order to develop intermediate-level human resources with both practical and creative skills for a development-oriented society. Whereas, postgraduate education mainly deals with providing methods of creation to train high-level human resources for a development society.

Considering the spatial dimension, there is an educational tendency towards building stable societies in the negativeness-inclined cultures of wet rice growing in Southeast Asia. Meanwhile, the secular intermediate cultures in Northeast Asia appear to focus more on development-oriented education.

The positiveness-inclined cultures of Western nomads tend to promote education for a dynamic and thriving society.

Relating to the time dimension, while the medieval education was aimed for building a stable society and training practitioners, the early modern education targeted a development-oriented society with thinker-training. Modern education is on the mission of building a development society and training creators.

In respect of cultural type, the negativeness-inclined cultures set top priority for education towards a stable society with the main objective of training practitioners. In such cultures, teachers are those who transmit knowledge and skills and the responsibility is attached to secondary education. As for intermediate cultures, the educational objective is to train thinkers for a development-oriented society and the teachers become the mentors of thinking methods with a critical role played by higher education. Whereas,

positiveness-inclined cultures advocate a development society where educational objective is to train creators. Teachers here are instructors of creation methods and postgraduate education is in-charge of this function.

4. Education reality viewed from multi-dimensional motion model of EP

The multi-dimensional motion model of EP, thanks to its integration of parameters related to educational activities and movements of EP, is helpful in reasoning educational achievements and limitations.

Regarding contributions to societies, the positiveness-inclined cultures are

considered the most effective education so far. Taking the United States (US) and the United Kingdom (UK) as examples where the GDP per capita and university ranking (regarding number of top universities and their high ranks) as well as the total number of Nobel prizes are among the world's top countries (Table 5).

The group with highly effective education is among Northeast Asian countries, or intermediate cultures, that aim for a development-oriented society and training thinkers. Japan and China are among the representatives with high GDP per capita, university ranks and also the number of Nobel laureates.

The region with the least effective education is the Southeast Asia. The educational purpose of most countries in the region remained its attachment to training practitioners. Thailand and Vietnam are the two representatives with low GDP per capita and university ranks (and no Nobel prize so far).

There is paradox, however, that Vietnam despite a low level of contribution from education to the country's development, its PISA results were very impressive. Taking GDP and PISA results as input and output indicators respectively, the World Bank's educational experts highly appreciate the education of Vietnam and China: their average scores both surpass those of OECD countries. Chinese and Vietnamese students are among the group with the highest academic achievements in the East Asia and Pacific region (WB, 2018: 7-8).

While Vietnam and China might share some similarities in educational achievements,

Table 5. Educational effectiveness in some selected countries¹

Region	Indicator	GDP per capita in 2018 (USD, World Bank statistics) No. of universities	QS World University Rankings 2018		Total no. of Nobel prizes up to 2018
			Highest rank		
The West	US	65,281	157	1	355
	UK	42,300	76	5	118
Northeast Asia	Japan	39,290	43	28	27
	China	9,771	39	25	8
Southeast Asia	Thailand	7,274	8	245	0
	Vietnam	2,567	0	-	0

¹ Data sources: World Bank, List of countries by GDP (nominal) per capita, [https://en.wikipedia.org/wiki/List_of_countries_by_GDP_\(nominal\)_per_capita](https://en.wikipedia.org/wiki/List_of_countries_by_GDP_(nominal)_per_capita), *QS World University Rankings 2018* (<https://www.topuniversities.com/university-rankings/world-university-rankings/2018>) and *List of Nobel laureates by country*, excluding Nobel prize for peace (https://en.wikipedia.org/wiki/List_of_Nobel_laureates_by_country).

they still differ greatly. With the same results for PISA, Vietnam's is still lagged behind China in terms of GDP per capita, university ranking, and number of Nobel prizes. PISA results are thus reasonable for the case of China but abnormal for Vietnam. The differences in education between the two countries might be the reasons for Vietnam's good PISA results: While Vietnam is a negativeness-inclined culture, China is more of an intermediate. Due to its preference of stability, the negativeness-inclined culture is characterized by short-term visions, high coping capacity, strong community cohesion and achievement mania (Tran Ngoc Them, 2016: 354-360, 325-328). Our survey with 3,070 respondents in 2020 on educational viewpoints of the Vietnamese people has confirmed the "achievement mania and preference for nominal reputation" (74.5%) as the second limitation of the Vietnamese education and also the source of an education that values the participation and high performance in exams. "Preference for theories than practice" is considered the biggest limitation (75.2%), reasoning why Vietnam has good educational achievements but remains poor. Also for this question, 69.3% of the respondents thought "Vietnamese people attached too much importance to getting high results and focused efforts on this goal" while 68% of the answers believed "Vietnamese education is far from reality and does not go hand in hand with knowledge practice and application in production". Both answers show the manifestations of coping psychology in education for immediate goals, i.e. passing

exams with high results, but not for long-term vision of qualification and capacity to perform work effectively.

The strength of the Western education is to train creators, whose creativeness can only be liberated in a society that values democracy, freedom and individuality.

But the Western societies also have their own Achilles' heel: in the face of urgency like the COVID-19 pandemic, a reverse picture has been revealed when the West suffers heavier damages. Only those who receive an education to be creative and attached to freedom and individuality could ever protest against the orders of wearing face masks, hold large gatherings and challenge the transmission of the virus. Meanwhile, the negativeness-inclined cultures with tendency of social stability have succeeded in the suppression of the disease outbreak.

5. Conclusion

The article presented the multi-dimensional motion model of EP and the reality of education from this model perspective. This model contributes to the explanation of educational phenomena, prospects and potentials from a multidisciplinary approach that involves philosophy, cultural studies, and pedagogy □

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