



MEASURES IN DEVELOPING HOME ECONOMIC SUBJECTS TO MEET LEARNER AT HO CHI MINH CITY UNIVERSITY OF EDUCATION

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ABSTRACT

The article presents some measures in developing home economic subjects to meet learner at Ho Chi Minh City University of Education. These are groups of measures related to the organization and curriculum content. Measures to develop the subjects of home economics when implemented will contribute to the optimization of the teaching and learning process.

Keywords: home economic subject, need of learner, home economics.

TÓM TẮT

Các biện pháp phát triển môn học Nữ công

tại Trường Đại học Sư phạm Thành phố Hồ Chí Minh theo hướng đáp ứng nhu cầu người học

Bài viết đề cập đến các biện pháp phát triển các môn học Nữ công tại Trường Đại học Sư phạm Thành phố Hồ Chí Minh theo hướng đáp ứng nhu cầu người học, đó là các nhóm biện pháp liên quan đến tổ chức và nội dung chương trình học. Các biện pháp phát triển môn học Nữ công được thực hiện sẽ góp phần làm cho quá trình dạy và học đạt hiệu quả tối ưu.

Từ khóa: môn học nữ công, nhu cầu người học, nữ công gia chánh.

1. Introduction

Goals of the University of Education is able to train high qualified teachers, bachelors who have knowledge to meet the growing of society. To achieve these goals, in addition to core academic subjects, students are also equipped with optional elective arts and aesthetics.

At present, Home Economics Faculty (HEF) has been teaching subjects such as: Cooking, Baking, Crepe paper flowers making, Advanced crepe paper flowers making, Basic sewing, Make up, Nylon stocking flowers making. These subjects are designed to equip students with basic knowledge and application skills in life, develop aesthetics and creative thinking, apply in life to serve themselves, their family and society...

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Subjects of Home Economics Faculty (SHEF) have been taught in the credit system as free elective credit since 2011. However, from course 42 (2016), SHEF are no longer taught in the free elective credit system, which is considered subjects of elective skill. This is a great challenge for HEF, students will prioritize the registration of subjects in their credit system after that subjects of elective skill.

The reality of studying SHEF in 2015-2016, 2016-2017 and the first term 2017-2018

Chart 1. Proportion of students enrolled in Home Economic Subjects in 2015-2016

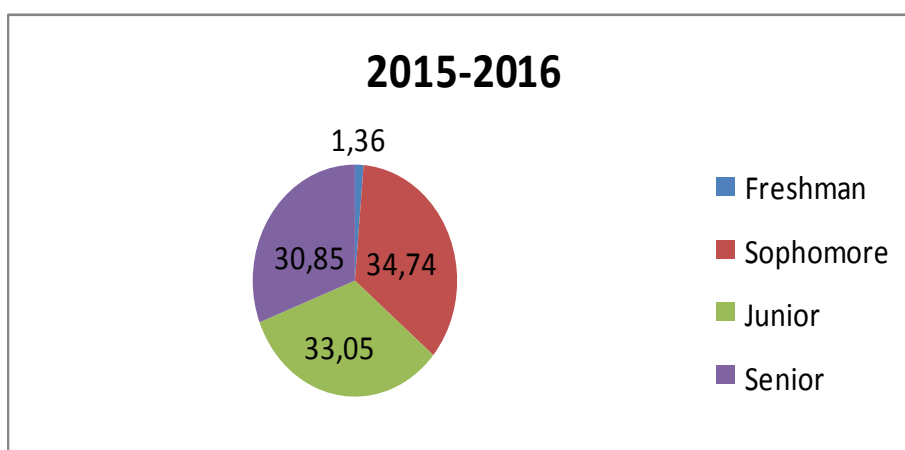


Chart 2. Proportion of students enrolled in Home Economic Subjects in 2016-2017

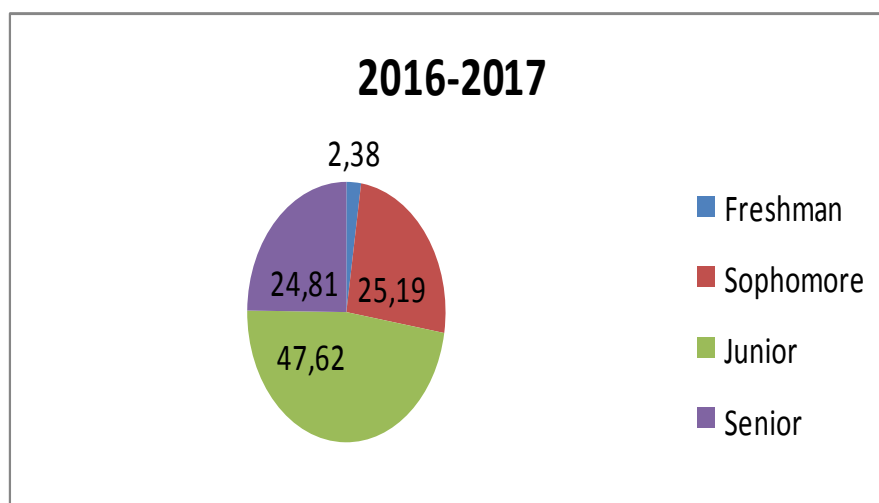
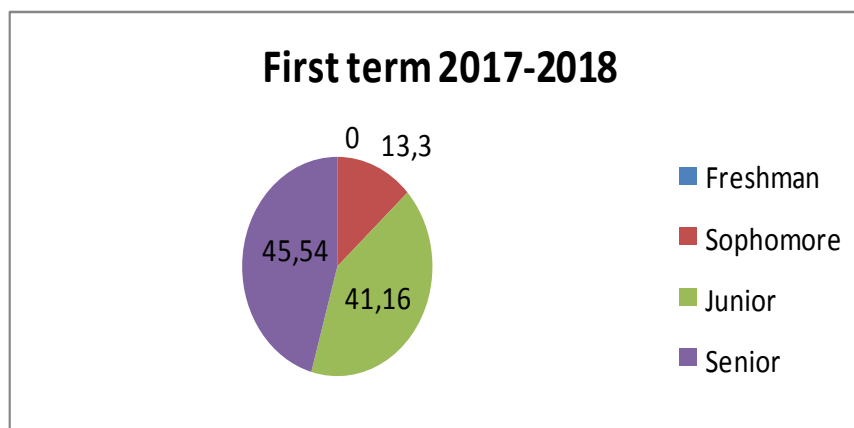


Chart 3. Proportion of students enrolled in Home Economic Subjects in the first term 2017-2018



In here, we attend to the total ratio of freshman and sophomore. Through three charts above we see the reality studying SHEF of freshman and sophomore has a significant change.

In the academic year 2015-2016 (1540 students/ 3 semesters): the total number of students in the first and second year (36.1%) is balanced and somewhat higher than the third year (33,05%) and fourth year (30.85%)

In the academic year 2016-2017 (1557 students/ 3 semesters): the total number of students in the first and second year (27.57%) is 8.53% lower than 2015-2016.

And the first semester of 2017-2018 (639 students / semester 1): the total number of students in first and second year is only 13.3%, down more than 50% over the previous school year.

In general, the number of students enrolled in the first semester (2017-2018) is very large, covering all the existing classes, but proportion of students change clearly, most of which are concentrated in third year and fourth year students, first year and second year students only accounted for a modest (13.3%).

The cause is almost departments has reduced the number of free elective credits to increase the credit for other subjects from course 42.

So, in the near future (mid 2019), when the third year (course 41) and the fourth year (course 40) students are going to graduate, the number of students enrolling in Home Economic classes will be significantly reduced.

Facing this challenge, when most of the new students are no longer interested in SHEF because they will not be a free elective subjects anymore so HEF needs to make some changes in the content of the subjects as well as finding out a specific direction for strategic development to attract students to SHEF in the long run.

2. Research content

2.1. Introduction to Home Economics

To understand the meaning of the phrase "*Nữ công gia chánh*" (*Home Economics*) we must understand the meaning of each element. "*Nữ*" refers to the woman. "*Công*" is one of the things that women in the family must have. It is a skill to work in the family. "*Gia*" is home and "*Chánh*" is work. Since then, "*Home Economics*" is the houseworks in general are mainly: cooking, sewing, embroidering, cleaning the house...

2.2. The role of home economics in today's life

Today, women are not only well done at homework but also asserted their position in many social activities. However, if a woman succeeds in society without harmony between family and work, she will not find happiness. That is a challenge for women. So in any case, home economics is still very necessary because it is a skill for life. Home economics is not only to teach woman how to cook and sew, but also to create a warm family atmosphere. Thus, "home economics" is still one of the qualities that women need in any age.

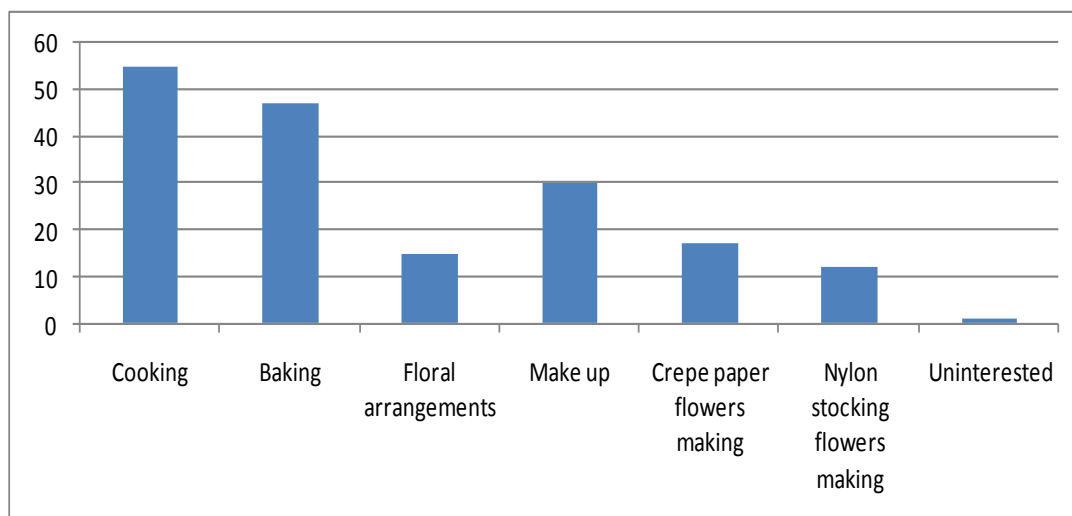
Education is a higher proportion of women than men, and the emulation which has the category of "Two well done Women" (well done in society, well done in house) every year. From that, no matter what age, no matter how modern society is the role of women in their family still concerned.

2.3. Proposing some measures in developing home economic subjects to meet learner

The first measure: Design short-term courses according to the demands of students of Ho Chi Minh City University of Education.

According to a quick survey of 100 students at Ho Chi Minh City University of Education, the students' interest in SHEF is as follows:

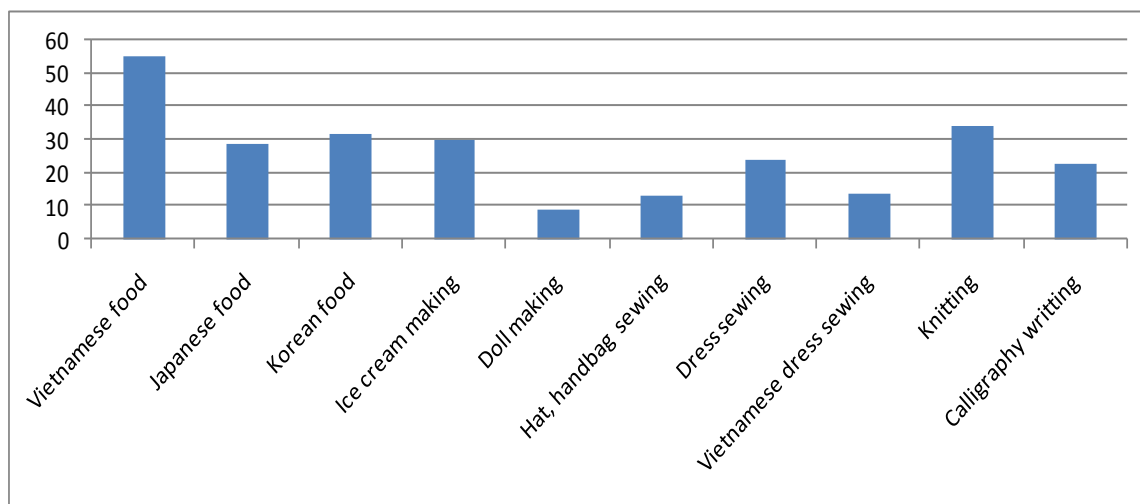
Chart 4. Students' interest in SHEF



Previously, HEF had taught Cooking, but this subject has been temporarily discontinued because of inadequate facilities for three years. Cooking are required to use a lot of fresh water to process, but the cooking room at the 10th floor of Zone C does not have enough pure water to meet the requirements of food hygiene and safety.

Survey of over 100 students on the subjects that students would like to launch.

Chart 5. SHEF are wanted to deploy



According to the survey, the cuisine subjects still make up the majority of students' choices. Thus, the classes should focus on practical subjects, simple, easy to apply and in accordance with the trend of learners.

In the time to come, when the conditions of the facility allowed the writer to propose to HEF not only reemploy the Vietnamese cooking but also develop other cuisines such as Japanese cuisine, Korean cuisine. Chinese cuisine...

The second measure: Associate with the Department of International Relations and Foreign Language Departments to exchange cultural and deploy short courses for foreign students who want to explore the Vietnamese Cuisine.

Vietnam is strategically located in Southeast Asia, and the need for exchanges with many cultures is essential. The signing of the Protocol of Accession of the Socialist Republic of Vietnam to the World Trade Organization (WTO), which was concluded on November 7, 2006, in Geneva, Switzerland. Globalization is an indispensable and important trend that we integrate into the international, regional on all aspects, including education. For education, we should consider it is a type of service, education is an important part of the service and trade groups in the world that the WTO stipulates.

HEF cooperated with the Department of International Relations at Ho Chi Minh City University of Education to exchange culinary culture with Korean students from 2016. This is just a first step in the exchange of ideas to help Korean students discover Vietnamese cuisine.

In the future, the authors propose Home Economics Faculty, the Department of International Relations and Foreign Language Departments such as English, Japanese, Chinese, Russian, and Korean can combine to design a program "Discovering Vietnamese Cuisine Culture" is more formal and larger for international students and expatriates living and working in Vietnam as well as Vietnamese Studies' students in countries who can learn about the rich cuisine of Vietnam.

The third solution: Build a program of special topics to meet the needs of women outside the University of Education.

Along with the development of society, roles of women in the family are no more heavy. However, the woman's resourcefulness in housework is always valued. The need to improve these skills of women has stabilized in the family and business is a real need.

Previously, SHEF were only taught to students of Ho Chi Minh City University of Education. However, in front of the development needs of the society and the desire to bring SHEF are accessible to all interested people. HEF cooperated with the Educational Skills Development Center to open courses for non-students of Ho Chi Minh City University of Education but inefficient (just a topic of Nylon stocking flowers making is deployed) from 2017. Because the time of the learners is spent on studying and working most of the time, they can not spend a long time to learn something they feel is not urgent with their current demand.

In today's market economy, the views on education also need to change “no teaching what we have but teaching what they need”. Thus, besides the one-month courses (10 lessons), HEF should combine with the Educational Skills Development Center to redesign the flexible learning curriculum for learners. Specifically, learners do not need to study throughout the program for one month but only need to enroll in single lessons when they are idle and after completing 10 single lessons they will receive a certificate.

3. Conclusion

Based on the analysis of the current reality of the HEF, in order for the HEF to develop, the HEF should have a specific long-term strategic development plan and change of courses to meet the needs of learners is indispensable. This change requires a great deal of effort from the teachers of the HEF and the support of the School Board.

❖ **Conflict of Interest:** Author have no conflict of interest to declare.

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