

# An Exploratory Review of Literature on Traditional Cultural Values Education

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**Abstract:** *This exploratory literature review focuses on traditional cultural value education, particularly in Vietnam. Despite the global and local interest in this topic, the literature primarily discusses value or moral education, often overlooking traditional cultural values. The paper highlights the need for further research in this area, emphasizing the active role of students in self-educating traditional cultural values.*

**Keywords:** values, culture, traditional cultural values, traditional cultural value education

## 1. Introduction

In an era of globalization and international integration, in order to maintain the cultural identity and ensure the national stable development, government and educators around the world are paying more attention to traditional cultural value education. In Vietnam, a country of rich culture and also a nation in the process of modernizing and industrializing, traditional cultural values education is also becoming a greater concern of many researchers. Tu V. A. (2018), a Vietnamese researcher stated in his article: "Along with integrational tendency is the trend of despising, negating traditional cultural values and appreciating exotic values, which can be seen popularly in Vietnamese society." [28] It is therefore important to explore the literature on traditional cultural value education in the world in general and in Vietnam in particular to give an insight in to the country's traditional cultural value education process.

## 2. An Overview of Researches on Traditional Cultural Values Education

### *Researches on values and value education*

*There are many researches on values and values education. In the world,* concerning researches about values, it is necessary to mention the typical researchers and studies such as Hartman ("The structure of value: Foundations of scientific axiology" in 1967) [9], J. H. Fitcher whose concept of value was given in 1973 in the book "Sociology" [5], M. M. Rodental (1967) [21] with a very thick 400-page dictionary in which the concept of value was mentioned. The research which investigates about values continentally and globally is that of F. Inglehart-Director of World Value Survey Program. The first program was in 1981 and the next six ones were from 2011 to 2014. Another significant research on values is "How do European values and American values conflict?" by D. I. Hitcock in 1994 [10].

*In Vietnam,* Thuy T. T.'s study in 1993 titled "Values, Values orientation and personality" [32], Uan N. Q., Thac N. & Trang M. V.'s study named "Values, personality value orientation and value education" [34], or Them T. N. (2016) with the study "Vietnam value system from the past to the

present and the path to future" play an important part among the researches about values [25].

In these studies, from international and Vietnamese researchers' perspectives, values are ones which have positive meaning, and the ones with negative meaning can be considered to be "anti-value".

Researches on value education are paid a lot of attentions by foreign researchers as well as international organizations. The typical one was carried out by Linda Bennett (1998) who set up the web "Citizen Education" in Japan and Australian government with the issue of National Framework of Values Education for school in 2016 [3]. Besides, there are study of Maina Faith (2003) titled "Integrating cultural Education in Curriculum for Kenya School" [15], study of Young-Ran Roh (2004) titled "Values Education in Global and Information Age in South Korea and Singapore" [20] or the study titled "Values education and teachers' work: a quality teaching perspective" by Terence Lovat (2005), in Newcastle University, Australia [14].

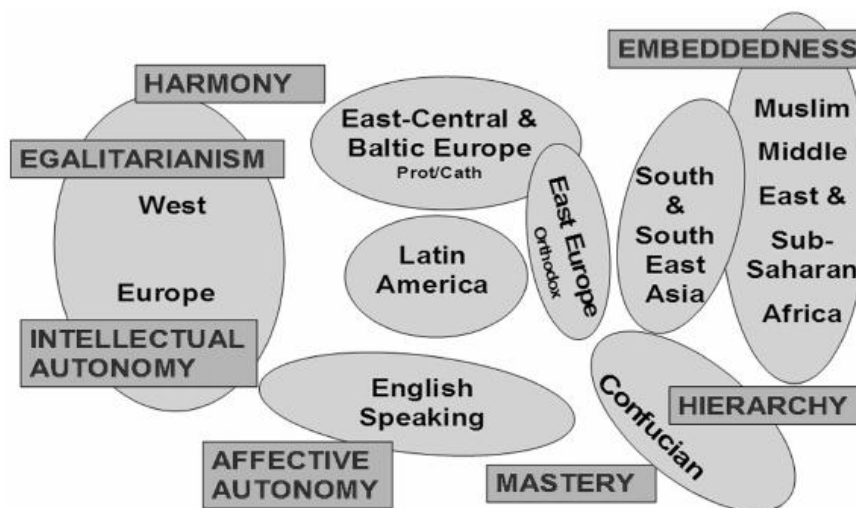
Value education is also a big concern in Vietnam. In the Vietnamese studies, the writers mainly synthesize the concepts of values, value system, some propose value table or Vietnam value system. Some noteworthy ones are "Constructing Vietnam value system in industrialization, modernization and integration era: Contributing some ideas" by Hai L. D. (2015) [8] or "Vietnam value system in industrialization, modernization and integration era" by Them T. N. (2017) [26]. In global integration context, many Vietnamese researches are concerned about value orientation of Vietnamese people in general and Vietnamese students in particular. Hac P. M. (2015) did a research on "Vietnamese people's value education in renovation and integration era." [7]. Tung P. H. (2010) had a research titled "Culture and Vietnamese youngsters lifestyles in globalization and international integration context." [29]

These researches discuss the way to form the principles of approaching to cultural topics and partly identifying value transformation tendency among Vietnamese people in general and the young in participation.

**Researches on culture, cultural values and traditional cultural values education**

In the world, the concept of culture was stated by Taylor in "Primitive culture" in 1781 [24] and completed by

UNESCO, in a propaganda of century global development of culture in 1994 [35]. Another study on value by H. Schwartz identifies 8 cultural regions based on 7 societal level characteristics. [22]



**Figure 1:** Cultural map of world regions

Source: [https://www.researchgate.net/figure/Cultural-map-of-world-regions\\_fig2\\_274567696](https://www.researchgate.net/figure/Cultural-map-of-world-regions_fig2_274567696)

According to the map, Vietnam is near to the two values which are Embeddedness and Hierarchy and Vietnam is far from the two values: Intellectual Autonomy and Egalitarianism. However, this study focused only on teachers and students as the subject of the study, so it cannot generalize for the cultural values of the countries surveyed.

In Vietnam, Think N. D. (in the research "Vietnam culture system") [27], Anh D. (in the book "Vietnam culture introduction") [1], Them T. N. (in the research "Vietnam value system in modernization and industrialization and international integration" define culture in their own ways. [26]. Looking cultural traditional values from human perspectives, Quy H. S. (2018) gives the concise definition of culture: "Culture is the general harmony of human values" [19]. Hac P. M. in the research named "Doing research on people and human resources on the way of industrialization and modernization" claims that: "Culture is a system of physical and spiritual values, made by people, community and country." [7]

When discussing "cultural values", Think N. D. (2019) states that: "Cultural values are created by society in a particular historical period; however, once the cultural value system is formed, it has the guiding function for the aim, manner and behaviors of humans in that society". [27] When having a discussion about traditional cultural values, Giau T. V. (1987) asserts that traditional cultural values are "great moral principles on which people of different societies in different periods of time rely to distinguish the right from the wrong to construct independence, freedom and innovation of the nation". [6]

Many researches mention Vietnam's cultural system, significant ones among them are: "Vietnam's traditional spiritual values" of Giau T. V. from the 1980s [6], "Culture development" by Phong N. H. (1999) [18], "Vietnam cultural identity" by Ngoc P. (1999) [17] and "Vietnam's historical process" by Ngoc N. Q. (2007) [16]. In those

studies, the researchers have given different Vietnam's traditional cultural value system; however, there are some values which are also repeated such as: patriotism, community spirit, benevolence, diligence, creativity, etc. Specially, patriotism is the value which is mentioned in many studies and considered to be the outstanding value of Vietnam.

**Researches on cultural value education and traditional cultural value education at schools**

In the world, many countries pay attention to traditional cultural value education. Japan is a typical example. Value education content can be found in moral education as a required course at school. Aimed values of moral education in Japanese schools in 21<sup>st</sup> century are: tolerance, self-beautification, creativity, freedom, self-reliance with community spirit and form Japanese qualities in the world. Concerning content of value education, Japan schools pays attention to implementing practical activities. Each student in Japan is encouraged to obey the behavioral rules, to follow the examples of teachers, which turns theory in to practice. Each citizen as well as the whole Japanese community are imbued with traditional cultural values and these values become the principles of behaviors. [3]

In the study "Values education and teachers' work: a quality teaching perspective", Lovat T. (2005) concluded that in order to make value education to become the mainstream at university, it is necessary to establish the relationship between it and the teachers [14]. According to him, qualified teaching is the depth of knowledge, the social relation interaction, and self-experience. Making the relation between value educations and teaching quality can potentially liberate the genuine power of value education and turn it into the trend in society.

At some universities in Kenyan, an African Eastern country, in 2003, Faith M. did a research on introducing cultural value education named "Integrating cultural value education

in schools in Kenyan” [15]. In this research, Faith M. emphasizes that if one does not know their national cultural values very well or is isolated from cultural environment, he/she will become inactive and lacks significant life skills. The studies give an overview of Kenyan education in Colonial times and develop Kenyan education program in which value education can be integrated.

Considering value education in relation to characteristics education for students Silay N. (2013), at Koc University, Italian in the study “A survey of values education and its connection with Character” concludes that teacher moral role plays a key part in developing the good personality of learners. At the same time, the researcher emphasizes that the most important mission of university education is not only knowledge transmission but also value education. [23] Concerning the role model of teachers in value education, Le Ha P., Mcpherron, P. and Van Que P. (2011) did a survey on 150 Vietnamese students to delve into the role of teachers’ moral example in educating students’ morals. [13]

Hence, the researches in the world mostly focus on value education and moral education. Some studies have mentioned traditional value education, but traditional cultural value education has not been discussed thoroughly.

Educating traditional cultural values has also been mentioned in some researches *in Vietnam*, including the study titled “Traditional cultural values and developing Vietnamese students’ characteristics at the present” by Ban L. G. and Kiet N. T. (2014) [2], the study named “Educating traditional cultural moral values and the formation and development of Vietnamese students’ personality” by Thuy B. T. T. (2015) [31], the study titled “Traditional cultural values in the challenges of globalization” by Chuan N. T., Huyen N. V. (2002) or the study named “Educating patriotism as a traditional value for young generation these days” by Vy N. D. (2009) [4]. In the article “Educating traditional values for students”, Hieu N. V. (2015) affirms that: “Enhancing traditional cultural values is of great important in forming and developing Vietnamese people and culture” [11].

The studies about traditional cultural values by Vietnamese researchers focus mainly on the relationship between traditional cultural value education and student’s personality development or student’s lifestyle forming. Apart from that, these studies point out the significance of traditional cultural values in general or educating a particular traditional value to students but not to mention the specific procedure of educating them.

### Implications

Overview of foreign and domestic studies related to traditional cultural value education shows that:

-In the globe, there are many researches globally about values, value system, cultural, cultural values as well as traditional cultural values. Nevertheless, these studies just focus on value education and moral education (not cultural value education) and the intensive ones about traditional cultural values have seldom been mentioned. Moreover, these studies mainly concentrate on educating values or

moral values through integrating some subjects like Moral Education into the curriculum. Some studies have also pointed out the method of setting example of the teachers in value education. However, method of educating values when students learn and apply traditional values proactively, considering value education as self-need in the process of living, studying at home, at school and in society has not been mentioned.

-For domestic researches, researchers also identified the concepts of values, cultures, cultural values, traditional cultural values. Specially, some studies have outlined the traditional value system in Vietnam and Vietnam’s cultural value system in current context. Some have analyzed the value transformation. However, there are several things that have not been brought up:

Firstly, domestic researches only mention the issue of educating values or cultural values. There is still a lack of intensive researches on educating cultural values and especially traditional cultural values for students.

Secondly, the focus of these studies is the indication of the relationship between traditional cultural values and student’s characteristics development. Others discussed the relationship between traditional cultural values and the lifestyle of young people.

Thirdly, among researches on traditional cultural value education for students, there are not so many researches which propose the approach of educating students about traditional cultural values; or there is not any study which focuses intensively on model of educating traditional cultural values clearly and specifically.

Finally, the current studies have not raised the issue of applying traditional cultural values into real-life or into academic environment but have only studied deeply on theory and oriental issues.

### 3. Conclusion

In conclusion, traditional cultural education has gained popularity among governments and educators and shows their powerful impacts on the stable development of in many countries including Vietnam. The researches done on traditional cultural value education, specifically those on “value and value education”; “culture, cultural values, and traditional cultural values”; “cultural value education and traditional cultural value education at school” have been reviewed in this article. In each part, studies by international researchers and Vietnamese ones are investigated respectively and some implications are made. Based on these implications, it is important for more studies on cultural value education should be done to improve the efficiency of this educational process in Vietnam and in the world as well.

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