Original Research Article

Building School Culture Based on the Cultural Values System in Vietnam

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Abstract

In the context of digital transformation and the impact of the current market economy, building a school culture is crucial to the quality and humanity of education. Building a school culture is currently facing many difficulties. To solve these difficulties, promoting the Vietnamese cultural value system in building school culture content has theoretical and practical significance. Based on using methods of analysis, synthesis, systematization, and generalization of relevant documents on the Vietnamese cultural value system (ethnicity, humanity, democracy, science - according to *Resolution 33-NQ/TW of the 9th Meeting of the Party Central Committee of the 11th tenure on building and developing Vietnamese society and people meeting the demand for national sustainable development*) and school culture; The article analyzes the role of the Vietnamese cultural value system in building school culture in our country today, including the fundamental tasks: The Vietnamese cultural value system is the foundation for culture school; orientation for building school culture; protect and strengthen school culture in the direction of humanity, tradition, and modernity; through the school culture of educating the young generation in Vietnam.
Keywords: Culture, School culture, Value system.

1. INTRODUCTION

The cultural value system is the soul of the people's values. A cultural value system considers as the result of the human labor process in the past and presents it mainly expresses through conceptions, habits, customs, practices, and experiences of production and daily life of humans. It forms the spiritual foundation of society, orients human activities, and becomes a vital driving force for social development.

Culture and education are closely related. Both are typical products of humans, only humans have. Culture is both the content of education and the goal of education. In this relationship, the problem that needs to explore and solved here is how to convert theoretical capital into cultural capital: from knowledge, skills to attitude, life personality - that is, teaching literacy, teaching profession, teaching human morality. The purpose of education is, first and foremost, to develop people, to form in each person a cultural personality. It requires a cultural, educational environment that we often call *school culture*. In building school culture, promoting the role of the cultural value system plays a vital role, promoting the duty of the cultural value system in the school culture to build each school as a cultural and educational center, building culture in schools.

2. METHOD

- Research methods: To carry out the stated research purposes and tasks, the authors consistently and systematically use popular scientific research methods: historical and logical methods (methods). This method is used in the article to analyze, interpret and clarify the concept of values, value systems, culture, cultural value systems, school culture); Methods of analysis and synthesis (to deploy, synthesize, and generalizing research contents); Statistical methods (used in Section 3.1 to collect and evaluate the research situation); Scientific forecasting method (used in section 4 of the article to give some recommendations to promote the role of cultural value system in building school culture in Vietnam today).

- Sources of research materials: The secondary sources used, synthesized, and analyzed in the article are mainly documents published in books, newspapers, magazines, studies of authors in Vietnam and abroad.

- Times: Research period from 2014 to present. The authors chose this time because: In 2014, summarizing 15 years of implementation of the 5th plenum resolution of the 8th Party Central Committee, reviewing the guiding views on

culture, our Party has completed and supplemented into five aspects stated in the *Resolution of the 9th Meeting of the Party Central Committee of the 11th tenure on building and developing Vietnamese culture and people meeting the demand for national sustainable development*, in that resolution has the view: "Building an advanced Vietnamese culture imbued with national identity, united in the diversity of the Vietnamese ethnic community, with ethnic, human, democratic and scientific characteristics" [12]. Ethnicity, humanity, democracy, and science are the four cultural values on which the authors base themselves to learn and analyze the role of the cultural value system in building school culture in Vietnam today.

3. RESULTS AND DISCUSSION
3.1. Vietnamese Cultural Value System – Basic Concepts
* Value
Value is a multifaceted concept, widely studied and used in many different sciences (Philosophy, Economics, Mathematics, Sociology, Psychology, Culturology, Art Studies); it can also learn from particular approaches (from the subject, from the object, from the relationship).

According to the concept of philosophy, "Values are special social assertions about objects of the surrounding world, expressing the negative and positive meanings of those objects for people and society" [7]. According to this approach, all things and phenomena in life simultaneously contain both positive and negative sides (right - wrong, good - evil, beautiful - ugly), and these two sides are the value, from which the concept of value is understood in the sense that it is a value that includes positive values and negative values.

From the sociological approach, J.H. Fichter, who is an American modern sociologist, defines it: "Everything useful, liked, or admired to a person or group of people is "having a value" [4].

From an integrated approach (subject, object, and relationships), researcher Tran Ngoc Them gives the concept: Value is a property of an object, which is evaluated by the subject as positive in comparison with other articles of the same type, in a specific space-time context" [8].

From the approach of Culturology, the concept of "values" can be understood as follows: "Values are people's evaluations of natural and social phenomena and thinking in terms of those that are need, is good, is good, is beautiful, or that is what people consider to be true, good, and beautiful to help affirm and enhance human nature. When those value perceptions have been

formed and shaped, it will govern people's thoughts, beliefs, behaviors, and emotions" [10, p. 22].

Thus, according to the approach of Culturology, the concept of value only includes what is positive, helps to affirm and enhance human nature, and what is unfavorable is considered counter-value or non-value, this interpretation is different from the understanding of some researchers that the concept includes both positive and negative values. In the article, the authors choose the perception of value according to the approach that values only mean what is positive, which helps to affirm and enhance human nature.

* Value System
Many values are unitedly linked together to form a value system, in which the signs are structured in a defined logical order, have a specific historical relationship to perform one or several functions.

In the value systems, there are general value systems and partial value systems. The generic value system includes the most generalized values that have a directional role in the thinking and acting of the whole social community. Partial value systems are values that play a directional position in each area of human life. There is also another way of understanding, dividing the value system into the original value system and the derivative value system. The initial value system is located at the first level in the value system, it governs and forms the remaining values located at the lower levels in the value system [9]. From this original value system, it can be developed into specific value systems that are more suitable for different objects, components, and fields in social life.

* Culture
Currently, there are many different definitions of the concept of culture. In this article, the concept of culture is understood in the broadest sense of UNESCO, culture "is the sum total of distinctive spiritual and material, intellectual and emotional features that determine the character of a society or a group of people in society. Culture includes art and literature, ways of life, basic human rights, value systems, customs and beliefs…" [11]. Or according to President Ho Chi Minh's understanding: "For survival as well as the purpose of life, mankind created and invented language, writing, morality, law, science, and religion, literature, art, tools for daily living in terms of clothing, food, shelter and methods of use. All those creations and inventions are culture. Culture is the synthesis of all modes of living together with its expression that mankind has created to meet the needs of life and the requirements of survival" [6]. Or it can be said more briefly, "Culture is an organic system of material and spiritual values created and accumulated by people through practical activities in the interaction between people, nature and society" [8].

* *Vietnamese Value System*

First of all, the value system of a nation is a distilled product from the life and labor activities of its ethnic community. With different cultures, often, the value table or value system is also distinguished. With a broad-based approach, the article approaches the Vietnamese value system, which means all the values the Vietnamese people had. They can divide into three categories: natural geographic value system, cultural value system, and human value system. If the peoples live in the same natural conditions, the genuine values are likely to be the same; only cultural values, human values are different. In the overall Vietnamese value system, the cultural value system has the characteristics of being sustainable, slow to change, create the distinctive of countries, and dominates all aspects of social life. Natural values and human values also affect, strengthen and enrich cultural values. Therefore, the Vietnamese cultural value system is also a representative part that plays a crucial role in the Vietnamese value system.

* *Vietnamese Cultural Value System*

Building Vietnamese cultural and human values is the content mentioned by the Communist Party of Vietnam in many Party documents. During the period when the Communist Party had not yet won power, General Secretary Truong Chinh drafted an *Outline on Vietnamese culture* in 1943, setting out three basic principles of Vietnamese culture: Nationalization, Scientificization, Massification. In 1951, at the Second National Party Congress, the Communist Party approved the *Thesis on the Vietnamese revolution*, which mentioned the task: "Building a people's democratic culture." Vietnam has three characteristics: Nation, Science, and Popularity. Thus, it can affirm that, right at the Second National Party Congress, our Party has oriented to build a Vietnamese cultural value system including three core values: Nation, Science, and Mass. These three values are the values that the Communist Party wants us to strive to build to become the nature and qualities of Vietnamese culture.

In the *Platform for national construction during the transition to socialism* in 1991, the Party set forth the policy: "Building a new culture, creating a beautiful, rich and diverse spiritual life, with humanitarian, democratic and progressive content" [5]. Thus, in the 1991 Platform, our Party has chosen three core values to guide the construction of the content of our culture: humanity, democracy, and progress.

In 2014, summarizing 15 years of implementation of the 5th plenum resolution of the 8th Party Central Committee, reviewing the guiding views on culture, our Party has completed and supplemented into five aspects stated in the *Resolution of the 9th Meeting of the Party Central Committee of the 11th tenure on building and developing Vietnamese culture and people meeting the demand for national sustainable development*, in that resolution has the view: "Building an advanced Vietnamese culture imbued with national identity**,** united in the diversity of the Vietnamese ethnic community, with ethnic, human, democractic and sciencetific characteristics" [12]. Ethnicity, humanity, democracy, and science are the four core values our Party directs and orients to build an advanced Vietnamese culture imbued with national identity. The article explores the role of Vietnam's cultural value system in building school culture based on the four core values outlined by the 9th Central Resolution of the XI session - Nationality, humanity, democracy, and science.

3.2. The Role of the Vietnamese Cultural Value System in Building School Culture
3.2.1. School Culture, Building School Culture
*School Culture

School culture is a valuable environment to train the young generation to form cultured personalities and educate them to live with ambition and high ideals. Therefore, building a school culture in Vietnam is now considered a central and essential task of education and training. School culture is not outside the development of each school. School culture is the foundation and endogenous strength for the development of the school.

The term "school culture" appeared in the 1990s in some English-speaking countries such as the UK, USA, Australia, and gradually became popular in the world with a general meaning: School culture is the Values, historical experiences of human society have accumulated in the process of building the educational system and the process of forming personality for learners.

According to pedagogue Pham Minh Hac: "School culture is a system of standards and values that help school administrators, teachers, parents and students have different ways of thinking, feelings, good deeds" [3].

Today's schools not only teach knowledge but also teach culture. The school must not confuse the academic level with a cultural stage in its educational and training mission. Each school needs to have a method and a way to build a school culture at its institute. It suits the characteristics of the school and the nature of the school culture.

* *School Culture in the Context of Educational Innovation and Digital Transformation*

Currently, the world and Vietnam are witnessing remarkable changes in the digital age of the fourth industrial revolution (Industry 4.0); and the profound influence of science and technology on people's lives. Since Industry 4.0, the inevitable result has been the formation of "Education 4.0." and "school culture 4.0". The impact of digital transformation on school culture is both positive and negative.

Most of today's students have good knowledge, are quick to grasp information, have good health, have a spirit of curiosity in learning, have a high ability to apply what they have learned in practice and respect teachers, unite with friends to live a disciplined life, constantly striving for excellence in study and life.

However, due to the negative effects of the industrial revolution 4.0 and social networks, a part of students have had attitudes and behaviors that are not consistent with the traditional values of the nation. The explosion of social networks has attracted some young people to fall into the state of "addiction to Facebook." In October 2016, according to the announcement of Assoc. Prof. Dr. Huynh Van Son, Vice President of the Vietnam Social Psychology Association, through a survey of 424 minors who are students aged 15-18 in Ho Chi Minh City, out of 414 students are using Facebook (accounting for 97.6%.), 56.3% of students are "addicted to Facebook". Using the Internet for entertainment has caused students to waste time, energy, and money on online games; access to "dark web" sites, from which to cheat, buy and sell virtual goods with real money... From the virtual communication environment, many students virtualize personal information (name, age, gender) properties, locality of residence, appearance, etc.) And fake information. Social deception is considered a game.

The development of information technology and the internet has brought people many convenient applications. In particular, online learning becomes an educational solution to train human resources for society. In the context of the current spreading Covid - 19 epidemic, online learning is not only a form of learning to meet reality, but it is also a learning trend of the future when digital transformation in education develops. When becoming a popular form of learning, in the form of online learning, besides ensuring quality, it is also necessary to build a school culture in online learning. The reality of online learning shows that some students still study while eating, talking in private, or wearing offensive costumes during classes. A student in Ho Chi Minh City revealed sensor images while attending an online class [14]. Therefore, in today's online learning, we need to build school culture. According to E-Student, the disadvantage of online learning is that it is difficult to prevent and detect cheating in exams. Compared to offline exams, online exams are harder to prevent cheating. Students who take the exam online, if not self-conscious, can cheat in many different ways, and find documents on computers and phones. Even if the school does not have an identity verification system, students can ask someone to take the test for them, leading to the assessment of test results not being transparent and fair [15].

Thus, science and technology today have a lot of impact on the development of culture in general and school culture in particular. To promote the positive and limit the negative of science and technology, we must have in-depth and up-to-date research on each field of science and technology and apply it appropriately in the construction current school culture.

3.2.2. The Role of Vietnam's Cultural Values System with Developing a School Culture
* The Vietnamese Cultural Value System Is the Basis for School Culture

Ethnicity, humanity, democracy, and science are the four fundamental values directed by our Party and oriented to build an advanced Vietnamese culture imbued with national identity. Nationality reflects the aspirations *of* the Vietnamese people, and from aspiration to ideals, the actions of an entire generation. The national character makes it possible for us to mobilize all resources and subjects to participate in building school culture; create a link between school - family, individual - the society in the realization of educational purposes and tasks.

The culture of humanity is the total tolerance and kindness of individuals in the community towards building a peaceful, stable, and humane society. During the flood in Central Vietnam in 2020, promoting the tradition of solidarity and compassion, schools have supported flood victims in many different ways. Teachers and students across the country have supported movements for the people of Central Vietnam, such as wrapping Chung cake, donating books, school supplies, and clothes, and many students have participated donates money to help people in the Central region. These days, our country is facing difficulties due to the spreading COVID-19 epidemic, the speed of transmission is very fast. The solidarity against the epidemic of organizations and individuals has created the strength of the entire Party and people to fight the epidemic. We have painted a beautiful picture of the spirit of solidarity, dedication, and sacrifice when the country faces difficulties. In which, there is the contribution of schools, teachers, teachers, and students. A pupil named Nguyen Ngoc Minh, from Dong La commune, Hoai Duc, 5 G3 class, Marie Curie II Primary School, Ha Dong, Ha Noi is a typical example. She used her savings for three years (more than 30 million VND) to support the Vaccine Fund for Covid-19 prevention and control. Faced with the increasing work pressure of medical staff in epidemic areas, thousands of medical students from different universities have volunteered to participate in the fight against the epidemic. These actions have shown the humane spirit of the young Vietnamese generation, including young students in schools.

The democracy of culture can understand that the people are the genuine creators of cultural values, testing cultural products, and at the same period, the people themselves are the beneficiaries of cultural values. Applying the democratic nature of culture in education helps us to see the "central" role of learners. Without learners, there is no school, no teacher, and without teachers, there can be no school. The purpose of

education is to foster the young generation to become dynamic and creative, intelligent, capable workers to solve all tasks in school and in life. The student is the center, all activities of the school revolve around the student, and for the sake of the student, the teacher strives constantly. Applying democracy in education will be in line with the trend of shifting from traditional education ("Teacher-centered") to a "student-centered" teaching perspective, under the guidance and direction of the teacher. This will be a type of teaching in line with the requirements of the new era - education to create autonomous, creative people who are global citizens.

The science of culture is through the cultural value system that helps people form a scientific mindset for all classes of people, helps to improve people's knowledge, train human resources, foster talents and apply science learn technology in production and life, get rid of outdated customs, fight with conservative and stagnation ideology.

Concretizing four core values in the cultural value system of Vietnam - Ethnicity, humanity, democracy, and science, the Resolution of the 9th Conference of the Central Committee of the Party, term XI affirmed: Improve the standards of Vietnamese cultural and human values, create an environment and conditions for the development of personality, morality, intelligence, creative capacity, body, soul, social responsibility, civic duty, sense of law observance; uphold the spirit of patriotism and national pride, conscience and responsibility towards each person's self, family, social community and country".

This cultural value system will be the basis for building school culture. The most common goal of school culture is to establish healthy schools, friendly relationships and improve the quality of education. Based on the general targets of the education sector, each school has specific goals and cultural content. To do that, each school must consider the peculiar coincidences base on the national cultural value system and the unique conditions of the school to build an appropriate arrangement of standards and values. The culture at each school creates trust for society in performing its educational function and raising the mission of people's intellectual level, training human resources, fostering talents, contributing to training and providing society good citizens, and meeting the development requirements of society.

*Vietnamese Cultural Value System Orients the Development of School Culture

Cultural value system created by people. When formed, that value system has the role of guiding human goals, methods, and actions and participates in regulating social development. The value system regulates customs, habits, public opinion and eventually regulates legal values. Therefore, any society or nation needs to build its own cultural and human value system. The lack of a cultural value system will lead to a lack of tools for social regulation, thereby leading to a lack of orientation in social development. Under the impact of the market economy and international integration, Vietnamese cultural and human values in general and school culture, in particular, are being affected in many different directions. The decline in ideology, morality, and lifestyle among some young people today has proved that they are living with their backs to cultural values, this phenomenon is also the consequence of not attaching the construction cultural value system with human education. Thus, the Vietnamese cultural value system plays a necessary role in orienting the development of school culture. Promoting the part of the cultural value system and Vietnamese people in building school culture will contribute to preventing and preventing negative impacts of the market economy on school culture in our country today.

*Vietnamese Cultural Value System Protects and Develops School Culture towards Humanity, Tradition, and Modernity

We are conducting renovation and building a socialist-oriented market economy. The market economy, globalization, and international integration have impacted the education sector in many different ways. We have had the conditions to absorb several training models from advanced countries. The training program is getting more and more diversified. Many new subjects and disciplines were born, gradually aiming to build a training program that meets regional and international standards. Besides, globalization and worldwide integration have had a massive impact on students' psychology and had a lifestyle, negatively affecting school culture. The free, selfish lifestyle, emphasizing the individual ego, forgetting about the collectivity makes the school culture model degraded.

To overcome the negative impacts of the market economy, globalization, and international integration on school culture, education on the national cultural value system plays an extremely crucial role. Building school culture in Vietnam today must take the traditional cultural value system of the nation as the basis. Because according to the dialectical concept of development, the new forms by accident, the new one must be based on the positive and reasonable foundations of the old. On the other hand, the Vietnamese cultural value system in the current period also needs to learn, absorb and refine human culture and constantly add new values. Our Party affirms: "Building a Vietnamese people rich in patriotism, sense of ownership, civic responsibility, knowledge, health, good labor, living with a culture of gratitude and spirit. Genuine international" [1, p. 40]. By actively exchanging cultures between countries, promoting the advantages, we have confirmed many values of the national cultural identity, and through that, we have learned, absorbed, and supplemented. Many new values, making the Vietnamese national cultural identity richer and more diverse. Thus, educating the

Vietnamese cultural value system in schools will contribute to protecting and strengthening the school culture in the direction of humanity, tradition, and modernity.

*** Vietnamese Cultural Value System through School Culture to Educate Vietnamese Youth**

In the cultural value system, there is a system of human standards. Therefore, through the school culture, the cultural value system also plays a decisive role in the education of the young generation in Vietnam. The Resolution of the 9th Central Committee of the 11th term affirmed: "To build each school, it must be really a cultural and educational center, training people in terms of ideals, qualities, personality and lifestyle; traditional cultural education for the younger generation" [12].

Promoting the role of Vietnam's cultural value system in school culture is to build schools to truly become centers of culture, education, and training for young people; harmoniously combining regular and extra-curricular studies, thereby contributing to the formation of revolutionary ideals, moral education, and cultural lifestyle for the young generation.

The impacts of globalization and the industrial revolution 4.0 will be favorable conditions for the young generation of Vietnam to show their talents, youth, enthusiasm, strengthen their beliefs, and have a strong political will; have ambitions, ideals, aspirations, and responsibility to bring the country up; have the knowledge, health, social skills, professional capacity, master modern science and technology, devote themselves to the Fatherland. Therefore, promoting the role of Vietnam's cultural value system in building school culture, thereby educating the Vietnamese young generation's ideology, viewpoint, and behavior is an important political task. Each young person will constantly strive to study and practice morality and strive constantly to follow Ho Chi Minh's thought, moral example, and style. Schools and society need to effectively implement and implement the spirit of the 13th Party Congress: "Building an environment and conditions for learning, working, entertaining and training for a healthy and comprehensive development of intellectual, physical and aesthetic values. Motivating young people to be pioneers in learning, creative work, starting a business, starting a business; master modern scientific and technological knowledge, and play an important role in the cause of national construction and defense" [2]. On that basis, contributing to the construction and development of the country for the goal: "Rich people, strong country, democracy, justice and civilization."

4. CONCLUSION AND SUGGEST
4.1. CONCLUSION
The current school culture development is facing many difficulties and challenges such as Social ethics has shown signs of decline; communication, social behavior has many deteriorations, school violence; negative impacts of the market economy and international integration. To successfully develop school culture, we need to synchronously and harmoniously deal with the relationships in the structure of school culture (objectives, nature, content). In particular, one of the necessary contents is to build an educational value system in each school and form an educational value system the role of the Vietnamese cultural value system is extremely important. Based on promoting the Vietnamese cultural value system aspect in education in schools, building school culture should be considered an effective measure to prevent negative phenomena in school education to develop the school into an intellectual-cultural, cultural-intellectual school.

4.2. Suggest
Promoting the role of the Vietnamese cultural value system in building school culture in the coming time, the authors make the following recommendations:

Firstly, From the School Side
Propaganda for cadres, officials, teachers, and students, implementing the beauties in the Vietnamese cultural value system, with the creative application, associated with the implementation of styles emulation movements such as Friendly school, active students, and students. Schools need to promote life skills training for students, forming students skills to apply in learning, working, and life situations.

Second, for Teachers
Building a school culture is the responsibility of teachers and students. Teachers in schools must be examples for students to follow in building and implementing school culture in schools.

Third, for Parents
Parents need to cooperate with the school in educating students. Parents must be an example and support for students to follow. Families need to care for, care and encourage their children promptly. Do not assign the entire responsibility to the school and society.

Fourth, for Students
Students need to have a correct and positive attitude and awareness of the role of the Vietnamese cultural value system and voluntarily apply it in the implementation of school culture.

Fifth, combine the school - family - a society in educating the cultural value system for students. The school cultural environment created from the combination of family - school - society will eliminate unhealthy cultures, contributing to building perfect school culture.

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