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PROFESSIONAL VALUE ORIENTATIONS OF PEDAGOGIC STUDENTS AT UNIVERSITIES IN NORTHERN CENTRAL REGION OF VIETNAM NOWADAYS¹

Introduction

In social life since the past, most of the most urgent and topical issues to human beings have been finally urgent and topical issues in terms of values. Human being is the highest value of values. The value of the natural world is ultimately value for human being and of human being. The world's changes and the emergence of new values are demanding a philosophical system of life, a way of understanding life and human relationships arising from moral values². Most recent studies acknowledged the objectiveness and subjectiveness of value³. VO is formed during the process an individual or a group participates in social relationships as the subject of such activities, aiming at fundamental values to the individual or group. The VO process always contains the elements of perception or cognition (assessment), will and emotion (test) and ethical and aesthetic aspects in personality development.

¹ Acknowledgements: this research is funded by the Center for Research – Entrepreneurship Innovation, Vinh University, under contract No 07/2017/TTNCKNST.

² See: H.S. Quy, *About value and Asian Value*, Hanoi 2006; N.Q. Uan, N. Thac, M.V. Trang, *Value – personality value orientation and value education*, Hanoi 1995; V.T.P. Le, *Value orientation of pedagogic students in the North Central Region*, PhD Dissertation, Ho Chi Minh National Political Academy, Hanoi 2012; D. Katz, *The functional approach to the study of attitudes*, “Public opinion Quarterly” 1960, vol. 24; National Assembly of the Socialist Republic of Vietnam, *Education Law*, Hanoi 2005.

³ See: T.N. Them, *Value and change the traditional cultural value system of Vietnam*, <http://vietbao.vn> [30.6.2010]; T.D. Tuyen, *Understanding the Value Orientation of Vietnamese Youth in the Market Economy Condition*, Hanoi 1994.

VO is the internal basis of personal lifestyle decision-making⁴. VO is one of the most important elements of personality structure, formed and reinforced by cognitive ability, long-term personal experience, which helps an individual know how to separate the sense from the nonsense, the importance and unimportance. The existing set of VO creates a special feature of consciousness, expresses the tendency of needs and interests, and is the most important factor in adjusting and deciding the motivational system of personality.

In our opinion, value orientation is the attitude, the choice of a subject (individual or social group) for certain values, showing the discovery, exploration and the action tendency of the subject that they currently deem necessary, useful, valuable and meaningful to themselves.

Pedagogic students are a particular social class – those who will consider teaching as a profession. Teaching is a very important career because it creates talents who are the nation's most valuable resource. The future of education of one nation depends greatly on this team. VO of pedagogic students is the attitude, the choice of pedagogic students, demonstrating the ability to self-education, self-assessment, and self-adjustment of their individual behaviors to reach the values that they deem useful, meaningful to themselves and to the teaching profession, thereby forming the content of their action tendency and motivation.

As a part of the youth class, pedagogic students also aim at the values which the youth generation of Vietnam is aiming at. These are: peace, stability and security of the country; independence and reunification of the motherland; freedom and democracy; humanity, talent and education honor; professional value; love and family life⁵, health, education and knowledge, employment and occupation⁶. In addition, due to the nature of the occupation, VO of pedagogic students tends to focus on values closely linked to the teaching characteristics.

Professional value is the assessment of the individual, the society for a certain career. Professional VO is the subjective reflection that distinguishes the occupational values in the human consciousness and psychology. It is expressed in the occupational perception, the career choice, and the dedication. In other words, professional VO are characterized in terms of conception and access to opportunities for apprenticeship, career choice, and cultivating professional values for the future. Broadly speaking, that is the expression of the

⁴ D.N. Ha, *Value Orientation of current young Students*, PhD Dissertation, Hanoi National University of Education, Hanoi 2002. See also: V.T.P. Le, *About the characteristics and orientation function of value*, "Journal of Philosophy" 2011, vol. 4; R.P. Pintrich, *Multiple goals, multiple pathways: The role of goal orientation in learning and achievement*, "Journal of Educational Psychology" 2000, vol. 92.

⁵ N.Q. Uan, N. Thac, M.V. Trang, *Value – personality value...*, op. cit., p. 192–198. See also: G.W. Allport, P.E. Vernon, G. Lindzey, *A study of Value*, Boston 1951; G.W. Allport, P.E. Vernon, G. Lindzey, *A seal for measuring the dominant interests*, Boston 1960.

⁶ Department of School Youth, *Value orientation for students in the current period*, 2007, p. 61. See also: W. Lu, X. Weihe, *Values of Chinese Youth*, "Chinese Youth", the all China Youth Federation and UNESCO 1996; UNESCO, *Living Values: An Education Program*, 1995; UNESCO, *Bureau of Studies and Programming (BSP)*, Paris 1997.

professional ideal, of the professional culture. Hence, professional VO is indirectly reflecting the human life ideal. A good VO will contribute to inspire and nurture the youth's love for their career.

In society, each occupation brings a certain material and mental values. The teaching brings new insights to the learners, gives them the qualities required to be good people. The professional VO of pedagogic students is the attitude, the tendency to choose and self-affirm meaningful values in teaching.

To find out the real situation of professional value orientation of pedagogic students at universities in North Central region of Vietnam⁷, we have made a survey with 506 pedagogic students from the first year to the fourth year of two universities, namely Vinh University (266 students) and HUCE (240 students) in the school year 2016–2017 at some faculties of Natural Sciences such as Mathematics, Physics, Chemistry, Biology, IT and some faculties of Social Sciences such as Literature, History, Political Education, Kindergarten, Primary Education, Foreign Language. Since the surveyed subjects are a particular social group: pedagogic students, we use three indicators to measure their professional VO: firstly, the perception and assessment on the value of teaching; secondly, the motivation to choose such an occupation; thirdly, about job interest (appendix 1).

Appendix 1. Questionnaire

1. Among 20 below professional values, let choose 10 most important values for teaching profession (circle the number you choose)

1. Easy to find a job
2. High income
3. Have chances to study higher
4. Able to develop strengths and capacity
5. Helpful for other people
6. Career helps to develop morality, personality
7. Leisured job
8. Career suitable for health and education level
9. Have chances for social hierarchy advancement
10. The career gives the chance to educate their children and take care of their family
11. The most noble profession among the noble professions
12. The profession is linked to the family tradition
13. Working with knowledge and modern equipment
14. Career matching with personal interest, hobbies
15. Easy to switch into another profession.
16. Make sure of a lifetime security
17. A free and less dependent career
18. Intellectual profession
19. Profession works with young generations
20. Profession actively support the renovation process

⁷ North Central is the northern part of Central Vietnam. This area consists of six provinces: Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Quang Tri, Thua Thien – Hue.

2. Decision to enter into the pedagogics results from:

(mark X in the box that best state your opinion)

- Absolutely result from your own choice and decision
- Follow the guidance from parents, relatives
- Follow the advice from close friends
- Others (specify):

3. After graduation, which one would you choose?(mark X in the appropriate box)

- Teach anywhere as long as having high income
- Willing to take up tasks assigned by the State
- Willing to quit job if you have to teach away from home
- Work in professional education institutions
- Work in foreign joint venture institutions
- Work in research labs
- Work anything, as long as not unemployment
- Teach only to promote what you have learned at University of Education
- Other opinion (please write down the line below):

4. How do you like the teaching profession? (mark X in the appropriate box)

- Like very much
- So so
- Like
- Dislike

5. If having a chance to switch into another profession, you will:

- Immediately switch
- Switch later
- Confusing
- Not switch

Please tell me something about yourself:

Male Female Age

Class Faculty University

Student of year

Profession of your dad

Profession of your mom

Source: author's research.

1. The perception and assessment of pedagogic students on the value of teaching

In order to understand this issue, we have given 20 general professional values and the characteristics of the teaching, and then asked pedagogic students to select the 10 most important values. The result was that which values chosen by the students at high percentage would reflect the meaning, role and position of the profession. 11 values were selected to be the most important according to the opinion of more than 50% of surveyed students, of which 7 values were ranked high, over 70% (appendix 2).

Appendix 2. Evaluation on the most important value of teaching as a profession

No.	Value	Vinh University		HUCE		General results (506 students)		Ranking
		(266 students)		(240 students)				
		Qty	%	Qty	%	Qty	%	
1	Easy to find a job	22	8,27	45	18,75	67	13,24	18
2	High income	31	11,65	55	22,92	86	17,00	17
3	Have chances to study higher	205	77,07	98	40,83	303	59,88	10
4	Able to develop strengths and capacity	166	62,41	143	59,58	309	61,07	9
5	Helpful for other people	221	83,08	182	75,83	403	79,64	4
6	The career gives the chance to educate their children and take care of their family	248	93,23	213	88,75	461	91,11	2
7	Leisured job	32	12,03	79	32,92	111	21,94	16
8	Career suitable for health and education level	202	75,94	205	85,42	407	80,43	3
9	Have chances for career development	29	10,90	23	9,58	52	10,28	19
10	Career helps to develop morality, personality	242	90,98	222	92,50	464	91,7	1
11	The most noble profession among the noble professions	205	77,07	153	63,75	358	70,75	7
12	The profession is linked to the family tradition	74	27,82	75	31,25	149	29,45	14
13	Working with knowledge and modern equipment	95	35,71	87	36,25	182	35,97	13
14	Career matching with personal interest, hobbies	145	54,51	148	61,67	293	57,91	11
15	Easy to switch into another profession	8	3,01	15	6,25	23	4,55	20
16	Make sure of a lifetime security	100	37,59	131	54,58	231	45,65	12
17	A free and less dependent career	60	22,56	55	22,92	115	22,73	15

18	Intellectual profession	208	78,20	144	60,00	352	69,57	8
19	Profession works with young generations	196	73,68	178	74,17	374	73,91	6
20	Profession actively support the renovation process	220	82,71	167	69,58	387	76,48	5

Source: author's research.

In general, the values reflecting the humanities of the profession were much chosen. Of these, the two most highly ranked values (over 90%) by the pedagogic students were: "Career helps the personality development" (91,7%) and "The career gives the chance to educate their children and take care of their family" (91,11%).

The most basic purpose and value of teaching is to develop morality and personality. Pedagogical work creates a special product that is students' personality. To do so, first of all, each teacher must be a mirror of personality. In that sense, teaching profession not only develops the morality and personality of the students, but also the teachers.

On the other hand, the more people are engaged in the context of such an open, dynamic and full-of-pressure economy, the less time they have to care for their own children and family. In the current diversified and abundant system of professions, teaching is not a leisured job, but it is still considered an occupation having the chance to educate their children and take care of their families. It cannot be denied that pedagogical skills and understanding of children's psychology are the advantages to educate the children of fathers and mothers who work as teachers.

According to many Vietnamese people's thoughts from long time ago, teaching is a leisured job, and if anyone has free time, it means they have the chance to take care of family. In the opinion of the majority of students, free time is just one of many conditions to be able to care for the family. The content, the system of scientific knowledge, the understanding of teaching methods and skills, pedagogic psychology are element necessary for teaching children, looking after the family in a better way.

The reform of the education system in Vietnam is imposing urgent demands for those who consider teaching as a profession. Especially in the period when the *Resolution No. 29-NQ/TW* dated 4th November, 2013 by the Central Committee of the Communist Party of Vietnam⁸ on fundamental and comprehensive renovation on education and training is being deployed vigorously, the pedagogy training is much more focused. Most of the pedagogic students when being asked questions answered that teaching is not a high-income occupation, not easy to find a job, not a job having opportunity for career promotion and easy to transfer into other jobs. However, this is the occupation that the country and

⁸ *Resolution No. 29-NQ/TW dated 4 November, 2013 on fundamental and comprehensive renovation on education and training, satisfying the requirements of industrialization, modernization in the market economic condition under socialism orientation and international integration*, 11th Central Committee of the Communist Party of Vietnam.

society need, “it is helpful to everyone” (79,64%) and “the job actively supporting for the renovation process” (76,48%) – see appendix 2.

70,75% of students said that teaching is “the most noble profession of the noble professions”. It also means that, 29,25% did not recognize the importance of this value. This is a worrying fact in current society, as teaching is losing its spiritual and noble significance because of the changes and effects of the modern age. In the eyes of many pedagogic students, teacher is simply only a job that “can assure a lifetime security” (45,65%), or a “leisured and having free time job” (21,94%) or a “free and less dependent job” (22,73%).

Today, as science and technology, knowledge and gray matter are becoming the determining factors for the prosperity of each nation, learning is a lifelong work, especially for those who work as teachers. Originated from the characteristics of this profession, it always requires the cultivation, the improvement of knowledge, education level and pedagogic skills, therefore the opportunity, conditions; motivation to study higher is more than other professions. As a result, 59,88% of pedagogic students when being asked appreciated the “value of having condition to study higher”.

Properly recognizing the value of teaching profession and its significance for the country’s construction, pedagogic students are active and try to study, train, and identify their learning motivation and purposes. Many students are very hardworking to accumulate the professional knowledge, actively participate in pedagogic training. Career orientation activities are done via competitions: pedagogical training, students with future careers attracted thousands of participants, encouraging the spirit of effort and doing scientific research in students. Many examples of students who have got high achievement in study have continued to make the reputation of their homeland. The proportion of very good and excellent graduated students is quite high.

2. The motivation to choose the teaching profession

Entering the adolescence, choosing a career becomes a serious and urgent concern of many young people. When choosing a career, everyone wants to find fun, pride in the job through which they can express their excitement and ability. For young people, their motivation for choosing a profession is often socially meaningful and comes from their awareness of responsibility and obligation towards society, the family and themselves.

To find out the motivation of pedagogic students, we asked them by whom the decision to enter the pedagogic was made, 63,24% of students answered that “it was completely due to their personal choice and decision”; the rest was “from the guidance of parents, relatives”; or “follow the advice of close friends” and other reasons. The answer of the two universities varied considerably (appendix 3).

Appendix 3. Motivation to enter into pedagogics

No.	Reason	Vinh University (266 students)		HUCE (240 students)		General results	
		SL	%	SL	%	SL	%
		1	Absolutely result from your own choice and decision	159	59,77	161	67,08
2	Follow the guidance from parents, relatives	86	32,33	54	22,5	140	27,67
3	Follow the advice from close friends	3	1,13	6	2,5	9	1,78
4	Others	14	5,26	23	9,58	37	7,31

Source: author's research.

Thus, among reasons of choosing the profession of pedagogic students, the factor of themselves was very important and dominant. However, occupation is one of the determinants of one's life, so each person when choosing a career, not only derives from his own legitimate needs and aspirations, but also is influenced by other objective factors such as family, friends, socio-economic conditions. The above survey showed that more than one third of students selecting their career were under the orientation or influence of external factors in which the family had an important position.

Nearly two third of students chose the career "by themselves" from different motivations, focusing mainly on personal and human values, such as: "having the chance to educate their children, take care of their family" (more than 90%); "occupation suitable for health, level" (80,43%); "job satisfaction, personal preference" (57,91%); "leisured job" (21,94%); "high income job" (17%) (appendix 2).

Although the motivation for choosing this profession is still dispersed, it often comes from the ability and real needs of one's self and is derived from serious thoughts and desire for self-improving, promoting their own strengths.

However, the motivation for this varies between male and female. For women, it derives from the need to improve themselves and the need to take care of the family; in contrast, men tend to favor the social value of this profession with the desire to contribute something to the country, for the society and have the opportunity to continue to pursue their study. Some students choose to be a teacher in a not self-conscious manner due to the objective factors, although they are aware of the value of teaching profession.

According to statistics, more than half of the pedagogic students here were born in peasant families, either of their parents, or both of them are farmers. The policy of free tuition fee for pedagogic students, in a certain way, has become a support for many students of the poor villages and it helps continue to nurture their dream of pursuing their study.

In addition, some students choose the teaching by other reasons: from the respect and admiration for the personality of their teacher and the desire to become such person in the future (1.02%). A few said that they had no other options. Due to the lack of passion, love

for their job right from the beginning, most of them are neglected, not dedicated to study and cultivate their pedagogical profession.

3. Job interest

Not everyone choosing teaching is because of their interests. Professional VO is governed by a number of factors, of which the subjective factor is of fundamental importance. When choosing a career, first of all, you yourselves have to love and voluntarily choose it, not choose to satisfy someone, then it must be suitable with your health, abilities, qualities, inclination and aptitude. Attention to your abilities, your hobbies, your interests greatly influences your job interest. 61,07% of surveyed students said that teaching is “a profession of ability development” and 57,91% said that “it is suitable for their personal interests” (appendix 2).

When being asked about the current status of teaching profession, 66,8% of the students in the both university responded “Like very much” or “Like”; almost the rest one-third responded “So-so” or “Dislike” (appendix 4).

Appendix 4. Current emotion of pedagogic students about teaching profession

No.	Levels	Vinh University (266 SV)		HUCE (240 SV)		General results	
		Qty	%	Qty	%	Qty	%
1	Like very much	66	24,81	39	16,25	105	20,75
2	Like	125	46,99	108	45,00	233	46,05
3	So so	68	25,56	88	36,67	156	30,83
4	Dislike	8	3,01	4	1,67	12	2,37

Source: author's research.

But when being asked if they had a chance to transfer into learning other professions (despite of not knowing specifically), only 39,72% of students answered definitively “No”, the rest was either “confusing”, hesitant or “Switch later”, or “Immediately switch” (appendix 5).

Appendix 5. Selection of pedagogic students if they have chances to switch to study other profession

No.	Levels	Vinh University (266 SV)		HUCE (240 SV)		General results	
		Qty	%	Qty	%	Qty	%
1	Immediately switch	30	11,28	27	11,25	57	11,26
2	Switch later	50	18,80	49	20,42	99	19,57
3	Confusing	74	27,82	75	31,25	149	29,45
4	Not switch	111	41,73	90	37,50	201	39,72

Source: author's research.

On the other hand, a great number of pedagogic students here also revealed inconsistencies and contradictions in their VO. 13,04% of the students who responded “Like very much” or “Like” to the teaching said that if they had a chance to transfer into learning other professions, they would “Switch later”, or “Immediately switch”. This showed that the number of pedagogic students who really like and want to devote to this career is not many. There seems to be a gap, fluctuation and a conflict in their current career VO.

These gaps have partly caused the increase in the regrettable phenomena that have occurred in education field over the past time. Although these phenomena are only a few bad cases, but also greatly affect the pedagogic environment. Behind the sad stories about the relationship between teachers – students, it is the alarm about educational ethics, teachers' ethics.

The professional interests of pedagogic students are also expressed in their aspirations after graduation. Of those aspirations, though dispersed, some have accounted for a higher percentage (appendix 6).

Appendix 6. Aspirations of education students after graduation

No.	Aspiration	Vinh University (266 SV)		HUCE (240 SV)		General results	
		Qty	%	Qty	%	Qty	%
1	Teach anywhere as long as having high income	17	6,39	97	40,42	114	22,53
2	Willing to take up tasks assigned by the State	135	50,75	68	28,33	203	40,12
3	Willing to quit job if you have to teach away from home	6	2,26	4	1,67	10	1,98
4	Work in professional education institutions	18	6,77	11	4,58	29	5,73
5	Work in foreign joint venture institutions	7	2,63	0	0	7	1,38
6	Work in research labs	2	0,75	0	0	2	0,40
7	Work anything, as long as having a stable job and not unemployed	14	5,26	30	12,5	44	8,70
8	Teach only to promote what you have learned at University of Education	41	15,41	24	10,00	65	12,85
9	Other opinion	26	9,77	12	5,00	38	7,51

Source: author's research.

Aspiration of finding a good job after graduation are diversified and not all of them are eager to work as a teacher to promote what they have learned at university. Those who are “willing to take up tasks assigned by the State” accounted for the highest proportion (40,12%). With the attention of the Party and the State, these students have the awareness of responsibility for the society; continue to promote the tradition of the homeland, ready to go anywhere when the country needs. That explains why, during the war against the US, and even when peace was restored, a lot of pedagogic students took up the tasks under the Party's assignment, contributed to the process of constructing and defending the country.

Another part, even though accounting for not high percentage (12,85%) showed the faithfulness, enthusiasm for the profession, “teaching only to promote what they have learned at university”. They do not want to waste what they have accumulated over the years. For these students, the professional ideal not only expressed in the heart alone but also expressed the desire to act in practice, determined to pursue teaching career.

In the market economy, the issue of income is also one of the especially concerned topics in choosing a career by young people, pedagogic students are not an exception. 22,53% of pedagogic students said that they were “willing to teach anywhere as long as they could earn high income”. This also showed a duality in their professional VO. On one hand, today's pedagogic students are dynamic, creative, do not tolerate poverty. In the past, there was a paradox in the society: teachers considerably contributed to the development of the

country but earned low-income, and the teachers accepted and even were proud of their difficult-but-noble life. Nowadays, in the market mechanism, the teachers have promoted their self-control, dynamic, creative ability and desire to be enriched by their own occupation. They work, study and dedicate to the education career and demand a fair treatment for what they have contributed. This is a new feature in the current teaching of pedagogic students. On the other hand, some pedagogic students tend to evaluate economic value, consider teaching purely a means of making money. That will lead to negative phenomena in education, trying to earn money in any way, regardless of professional ethics, professional honor.

An excellent teacher, an Associate Professor who contributed much to the education of Vinh University, said that: “Besides the social responsibility for immature generations, teachers must have a guaranteed living condition and, a recognized value attached to that. In the market economy, at a certain limit, it cannot demand for a plain ethics, a spirit of unconditional devotion. In fact, many good teachers use their brain to teach in different workplaces, that is a legitimate need. But once choosing to be a teacher, you have to accept a certain economic threshold”. This is probably also the thought, concern of many teachers, lecturers in Vietnam currently.

Not only that, some pedagogic students also expressed the attitude of not being dedicated to the profession. They said that after graduating, they would both teach and making money (1,89%). Others had a sense of having a stable life, expressing their uninterested attitude towards the job they have chosen, they learnt just only to get a diploma and considered it a means to “do any job, as long as it brings stable income and unemployment” (8,7%). In addition, 1,98% said they were “willing to quit their jobs if they had to teach away from home”, all the above data was from female students (appendix 4).

4. Overview of the characteristics of professional value orientation of current pedagogic students at universities in North Central region of Vietnam

Thus, the survey of pedagogic students at two universities in the North Central region showed that in general their professional value orientation has many similarities. It is possible to outline characteristics and trends of professional value orientation of current pedagogic students as follows: firstly, the professional VO of pedagogic students are governed by a variety of factors, but in general, most of the values they aimed at are consistent with the development trend of society and the times.

The majority of pedagogic students highly evaluated the meaning, role and position of teaching and chose the humanistic values of teaching. In particular, some students had very profound career awareness, not only reflected in the awareness of its importance but also in the feelings and actions on every aspect of daily life.

Of the 20 common professional values in general and teaching in particular, they highly evaluated the values of ethics, personality and career development which benefit society, family and personal development as well as facilitate the higher study.

Both modern and traditional professional values which cannot be mixed with any other professions are chosen by the majority of students. All of these values are not separated from the subjective world of dialectical materialism and historical materialism, in line with the objective of education and training purposes in the new period of the country.

Secondly, attention to personal values is a prominent feature in the professional value orientation of pedagogic students currently. Due to the impact of many objective and subjective factors, students are also interested in the following values such as: health, family happiness, stable occupation, education level, ethics and personality development, income. This fact shows that pedagogic students today seem to be more practical, care more about their personal life. This would be meaningful if they were simultaneously aware of being equipped with knowledge, improving pedagogic capacity, and practicing morality. When personal life is guaranteed, in turn, teachers seem to devote more to society. As such, community benefits are ensured and personal benefits are enhanced. This also indicates that through professional VO, it is very important for students to know how to combine their personal interests and social benefits in a harmonic way in the current context.

Combination, alternation between different systems of value (traditional and modern, private and common, individual and community), the decentralization of value types create dynamics and diversity in the professional VO and also reflect the dynamics and diversity of the pedagogic students' personality. Compared with pedagogic students in the past decades, the current students also have significant differences, manifested in the change of selecting some values, value groups and value type. Promoting personal benefits and economic benefits is also evident in the perception and profession selection of pedagogic students today. It is also the product of the transition period from those who could suffer the difficulties, satisfy with the frugal life to those who are dynamic, creative, not put up with a poor life but enrich by their own talents and intelligence in the market mechanism; from a person who only worked for the benefit of the collective, the society to the one who works not only for the collective benefit but also for his personal benefit.

Thirdly, there are relative differences regarding to region, sex, age in choosing values. Students of Vinh University demonstrated their interest and tendency towards the value of socio-political meanings. Meanwhile, future teachers of the HUCE had a more pragmatic tendency toward economic values. 54,58% of HUCE students highly appreciated the value "Make sure of a lifetime security", whereas that of Vinh University was 37,59%. On the other hand, 77,07% of students at Vinh University highly appreciated the value "have a chance to continue studying higher", but with HUCE students this figure was only 40,83%. This can be explained from the geo-cultural context. Nghe An and Ha Tinh have long been famous for their revolutionary and studious land, while Hue is a land of commerce with many people from high ranking or upper class.

Many male students expressed the enthusiasm of youth, ready to go anywhere as assigned by the State. Many female students had aspiration to contribute to the education of the country, only teach to promote what they have learned at school, whereas many others were unaware of the value of the profession they were studying, it means that they were willing to quit the job if they had to teach away from home. Male students tended to pay

much attention to economic benefits; they were willing to teach anywhere as long as they got high salary. Their professional value orientation was just and practical, consistent with the needs and abilities of each person. Even though not so many students neglected the teaching, or they highly evaluated economic benefits, it was a remarkable issue in education work to promote the VO in the current pedagogic students.

Surveys also specified a clear difference in evaluating the significance of values between first and second year students with third and fourth year students. First and second year students tended to highlight the great social-political values of teaching as “the most noble profession of the noble professions, the profession of working with the younger generation, supporting the renovation process”. The third and fourth year students valued the practical and routine values, such as “the education level, the stable job, happy family”. Maybe it was because new entrants with their clear political outlook had a tendency to highly evaluate their spiritual and romantic values. But then they seemed to be more interested in the importance of pragmatic values.

Fourthly, the survey data also showed that the number of students really faithful, enthusiastic for teaching was declining. Young people’s career selection was not towards teaching. At present, the number of candidates taking an exam to enter the pedagogical profession is decreasing and the quality of the educational fields is lower⁹. Many parents and their children are uninterested in the pedagogic profession. Few third-year pedagogic students responded that they were willing to switch to another profession (although not specify the field) if they had any chance; ready to leave the job if they had to teach away from home; do anything as long as it brought a stable income, and they were not unemployed. There seems to be a gap, fluctuation and a conflict in their current careers.

There are both objective and subjective causes. For objective cause: on the social level, inadequate notion of social value scale, bad treatment of society with education in general, with teaching in particular is distorting the perception of this profession, reducing the beauty of the teacher’s image. Education is not commensurate with the available potential. It is regarded as a “noble” profession, but now this field is being “boycotted” by many students and parents because of low job opportunities, bad remuneration and working environment and difficulty in career promotion. In addition, the social position of teachers in society is decreasing.

While many generations of students have the opinion of selecting to become a teacher if they have no other choice, the State has adopted timely policies for pedagogic students. These policies have attracted some good students in rural areas, children of poor families to universities of education. However, according to analytic specialists, the policy of tuition fee exemption is not good enough to attract more good students, as teachers’ salaries are still

⁹ See: Vinh University, <http://vinhuni.edu.vn/tuyen-sinh/dai-hoc-chinh-quy/seo/thong-bao-diem-trung-tuyen-dai-hoc-he-chinh-quy-dot-1-nam-2017> [1.06.2019] and Tuyen Sinh247.com, <http://diemthi.tuyensinh247.com/thong-tin-dai-hoc-su-pham-dai-hoc-hue-DHS.html> [1.06.2019].

low, and difficult for them to find a job. The redundancy of teachers makes it hard for new graduates to find a job¹⁰.

For subjective cause: it cannot be denied that the role of the self-value orientation of pedagogic students is quite outstanding. However, being born in peace and never experiencing the war, many of them do not understand the meaning of current life. Therefore, when they meet any difficulties, they often have negative reactions, pessimistic, depressed feeling, easy to turn away from the past. Facing the environmental changes, the complex fluctuations of socio-economic life inside and outside the country, they are vulnerable to the crisis of values, falsification of ideals, and change in political perception – the ideals and professional values and teaching.

Promoting the learning traditions of the nation, many pedagogic students at universities attach great importance to learning. However, many of them attach great importance to qualification, education level. They learn hard as a machine, regard learning as a deniable duty, responsibility to the family, and to themselves. This way of thinking has made some pedagogic students here not properly identify their motivation for learning and forgetting the professional values.

Conclusions

The above survey showed that the picture of the students' professional value orientation at universities in North Central region of Vietnam had many colors, covered both dark and light, positive and negative aspects. The selection of professional values of pedagogic students demonstrated the personality trajectory of the teacher in the new period, while accommodating changes in the environment and socio-economic conditions. However, the occupational VO of many pedagogic students is also instinctive, transient, and spontaneous. These constraints can be overcome if the family, school and society are fully concerned about the activities of value orientation, their political ideology education. Identity of the real status of professional value orientation for pedagogic students is important to help education institutions find appropriate ways and methods of impacting to maximize the strength of teachers who directly impact the human value cultivation of our country.

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¹⁰ See: *Hàng chục nghìn cử nhân sư phạm thất nghiệp*, <https://vnexpress.net/tin-tuc/giao-duc/hang-chuc-nghin-cu-nhan-su-pham-that-nghiep-3627745.html> [1.06.2019].

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Vu Thi Phuong Le

Professional value orientations of pedagogic students at universities in Northern Central region of Vietnam nowadays

Pedagogic students or educational students are a particular social class – those who will consider teaching as a profession. Teaching is a very important career because it creates talents who are the nation's most valuable resource. The future of education of one nation depends greatly on this team. The article made a survey on the professional value orientation (VO) of educational students at Vinh University and Hue University's College of Education (HUCE) – the two oldest universities in the North Central region of Vietnam. Survey data were processed by mathematical statistics method, mainly calculating the percentage of responses to each item in the questionnaires, which provided the basis for judgments on the characteristics of professional value orientation of current pedagogic students at universities in North Central region of Vietnam; then, helps education institutions find appropriate ways and methods of impacting to maximize the strength of professional teachers in our country's education.

Keywords: values; value orientation; professional value; teaching profession; pedagogic students.

Zawodowa orientacja społeczna studentów pedagogiki na uniwersytetach północno-środkowego regionu współczesnego Wietnamu

Studenci pedagogiki lub oświaty są szczególną klasą społeczną: to ci, którzy rozważają podjęcie pracy nauczyciela. Nauczanie to bardzo ważna ścieżka kariery, ponieważ stwarza talenty, które są najcenniejszym narodowym źródłem. Przyszłość edukacji każdego narodu zależy w wielkiej mierze właśnie od nich. W artykule zaprezentowano ankietę poświęconą zawodowej orientacji społecznej (*value orientation*, VO) studentów oświaty na Vinh University oraz Hue University's College of Education (HUCE) – dwóch najstarszych uniwersytetach w północno-środkowym regionie Wietnamu. Dane z ankiety zostały przetworzone za pomocą metod statystycznych, głównie poprzez obliczanie procentowego poziomu odpowiedzi na każde pytanie ankiety, co dostarczyło podstaw do wyciągnięcia wniosków na temat charakterystyki zawodowej orientacji społecznej dzisiejszych studentów pedagogiki na uniwersytetach północno-środkowego regionu Wietnamu. Pomaga to także instytucjom edukacyjnym znaleźć właściwe kierunki i metody oddziaływania w celu zmaksymalizowania siły zawodowych nauczycieli w naszej krajowej edukacji.

Słowa kluczowe: wartości; orientacja społeczna; wartość zawodowa; zawód nauczyciela; studenci oświaty lub pedagogiki.

Translated by Barbara Popiel

