

# Preserving Mother Tongue For Ethnic Minority Students Through Experiential Activities At Primary Schools To Meet The Requirements Of Innovating General Education

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DOI: 10.29322/IJSRP.13.06.2023.p13818

<http://dx.doi.org/10.29322/IJSRP.13.06.2023.p13818>

Paper Received Date: 15th April 2023

Paper Acceptance Date: 24th May 2023

Paper Publication Date: 6th June 2023

**Abstract-** The study focuses on the preservation of the mother tongue in education for ethnic minority students through experiential activities in primary schools, in line with the requirements of educational innovation in Vietnam's general education. It addresses the current requirements of educational innovation in Vietnam and the advantages of experiential activities in preserving the mother tongue for ethnic minority students in primary schools. Based on the objectives of primary education, the objectives of experiential activities in primary schools, and the requirements for preserving the mother tongue, the study has identified the goals, content, methods, organizational forms, and evaluation methods for preserving the mother tongue through experiential activities for students in primary schools, meeting the requirements of educational innovation in Vietnam's general education.

## I. INTRODUCTION

In the trend of integration and development, many cultural values of ethnic groups are at risk of being eroded by the influence of foreign cultural trends and the issue of ethnic assimilation. Preserving and promoting the cultural identity of ethnic groups reflects the grassroots, national, scientific, and modern nature of education (Ha Thi Kim Linh, 2016) [7]. Therefore, preserving and promoting the cultural identity of ethnic groups is the goal and task in current schools.

According to Circular No. 01/GD-ĐT, dated February 3, 1997, by the Ministry of Education and Training, within general education schools, the ethnic language is taught as a subject, on an equal footing with other subjects, with the aim of helping students quickly and conveniently absorb knowledge conveyed in both the ethnic language and the national language. This contributes to the preservation and development of the spoken language, writing, and traditional cultural heritage of ethnic minority groups (Ministry of Education and Training, 1997). Therefore, preserving the mother tongue for general students, especially for ethnic minority primary school students, is an important task in the

process of building and protecting the socialist Vietnamese nation in general and developing the education system in Vietnam in particular, in the implementation of the task of developing ethnic culture between generations.

Currently, teaching ethnic minority languages is being implemented in 22 provinces/cities, involving 756 schools, 5,267 classes, and 174,562 students learning ethnic minority languages. Teaching ethnic minority languages has played an important role in mobilizing students to attend school, supporting the improvement of language skills, and contributing to the task of preserving and promoting the cultural and linguistic values of ethnic minorities. The 2018 General Education Program has made Ethnic Languages an elective subject for students at all levels. From 2008 until now, the Ministry of Education and Training has issued 08 programs for teaching ethnic minority languages in general schools (Cham, Khmer, Jrai, Bahnar, Ede, Hmong, Mngong, Thai) and 06 sets of ethnic minority textbooks (Cham, Khmer, Jrai, Bahnar, Hmong, Ede). In addition, there are still some ethnic minority languages being taught on an experimental basis, and the Ministry of Education and Training will continue to research and issue programs and textbooks for those languages in the future in areas where there is a demand for teaching ethnic minority languages.

The activity of preserving the mother tongue for ethnic minority students needs to be carefully implemented and is of profound practical significance in the current stage, aiming to preserve and promote the mother tongue (MT) for ethnic minority students while ensuring the achievement of goals and educational tasks in primary schools.

### 1. Content of the research

In the following article, we discuss the requirements of innovation in general education and the advantages of experiential activities (EA) in preserving the mother tongue for ethnic minority students in primary schools. We identify the objectives, content, methods, organizational forms, and evaluation approaches for

preserving the mother tongue through EA for primary school students.

### ***2.1. The requirements of innovation in general education and the challenges posed for the activity of preserving the mother tongue for students.***

In the 2018 General Education Program [12], Ethnic Minority Languages are among the elective subjects. The program specifies that teaching ethnic minority languages is a major policy of the Party and the State to preserve and promote the linguistic and cultural values of ethnic minority groups. The State focuses on investment and prioritizes teaching ethnic minority languages for smaller ethnic groups. It encourages and provides favorable conditions for ethnic minority students in general education who have the desire and need to learn and complete the program for ethnic minority languages that have a written form [ ]. The subject of Ethnic Minority Languages is taught from primary school, utilizing the corresponding optional time allocation for each educational level. Preserving the mother tongue for ethnic minority students is an extremely significant undertaking. Language preservation for ethnic minority people is not only a concern for the ethnic communities themselves but also a common concern of the Party, the State, and particularly the cultural and educational sector. The activity of preserving the mother tongue for ethnic minority students brings the following significance:

Firstly, preserving the mother tongue for ethnic minority students helps them develop bilingual proficiency in learning and communicating in Vietnamese. Before acquiring Vietnamese language skills, students mainly communicate in their mother tongue, the language of their ethnic group. Once equipped with Vietnamese language skills for academic and social communication, students will rely less on their own ethnic languages. However, reaching a proficient level in Vietnamese requires a certain process of learning and practice. During this process, students need to use their mother tongue as a bridge to facilitate their learning. They may need to use both languages to express unfamiliar concepts and difficult knowledge.

Secondly, implementing measures to preserve the spoken language of ethnic minority groups ensures the right to promote and preserve the cultural identity of these groups (including their language). The preservation and use of the mother tongue are stipulated in the 2013 Constitution [5]. Education in schools should create conditions for students to express their ethnic language, enabling them to speak their mother tongue with confidence and pride. This is also the right of citizens as defined in the Constitution [5].

Thirdly, preserving the ethnic minority language essentially involves preserving and developing the cultural values of the respective ethnic groups for students. Preserving the cultural identity of ethnic groups is the common policy of the Party and the state. The ethnic language represents the linguistic identity of the ethnic group, encompassing their customs, traditions, culture, and historical formation, existence, and development [9]. Therefore, preserving and conserving the mother tongue for ethnic minority students is a way to preserve the cultural beauty of that ethnic group. This activity requires attention, respect, preservation, and promotion.

Fourthly, using the ethnic minority language makes students feel comfortable and confident in communication,

thereby enhancing their academic performance. By using their mother tongue, students can express themselves in the most natural and confident way possible. When they have a joyful, confident, and positive mindset, cultural learning activities at school become more effective.

Fifthly, it opens up opportunities for personal development in the future when students grow up and engage in fields that require their mother tongue. The Experiential Learning and Career Orientation activities in the 2018 General Education Program clearly define the responsibilities of schools in organizing experiential and career-oriented activities, with a particular emphasis on organizing experiential activities in primary schools [1]. However, experiential activities themselves can also contribute to career orientation for students to some extent. Organizing experiential activities to preserve the mother tongue will help students have a clearer understanding of future professions that require the mother tongue. The mother tongue will assist them in having better career directions, for example, in fields such as law enforcement, military, public administration, propaganda, and culture.

### ***2.2. The advantages of experiential activities in preserving the mother tongue for ethnic minority students.***

According to the 2018 General Education Program by the Ministry of Education and Training [1], experiential activities are compulsory from grade 1 to grade 12. At the primary school level, these activities are referred to as "Experiential Activities," while at the lower secondary and upper secondary levels, they are known as "Experiential Activities and Career Orientation." The advantages of preserving the mother tongue through experiential activities for primary school students are as follows:

Experiential activities aim to help students mobilize and synthesize their own knowledge and skills to experience real-life situations in family, school, and society. Students participate in all stages of the activity, from designing and preparing to implementing and evaluating the outcomes. They engage in experiencing and expressing viewpoints, creative ideas, and selecting activity concepts. Under the guidance of educators, students continue to reinforce and develop basic skills, positive learning habits, and behavior in relation to their mother tongue. They assert their own values, consistent with common ethical standards, and demonstrate love for their country, people, civic responsibility through concrete actions, practical engagement, and social service activities for the community.

Experiential activities provide opportunities for students to actively participate in labor activities, engage in community service suitable for their age, organize work scientifically, have enthusiasm and knowledge in the field of language, and develop study plans. They also develop the ability to adapt to changes in the context of globalization and the new industrial revolution.

Experiential activities are considered a truly superior method for developing creative abilities, helping students to take ownership of knowledge about their mother tongue language, and forming their own skills, values, and qualities. Most students show enthusiasm when learning in this format. Many of them demonstrate their abilities through experiential activities in preserving their ethnic mother tongue.

Experiential activities also provide students with a natural and effective cultural environment for experiencing the mother

tongue. Considering the characteristics of elementary school students, where visual thinking and imagery are still predominant, activities that directly impact their senses, thoughts, and emotions are usually more easily accepted and quickly grasped by them. Therefore, the advantage of experiential activities, with the focus on organizing ways for students to participate together, will create simulated cultural environments or real cultural environments where they can experience the use of the mother tongue.

### ***2.3. The objective of preserving and promoting the mother tongue education for minority students through experiential activities in elementary schools***

Firstly, it helps minority students in preserving and promoting their mother tongue education, enabling them to integrate into the national educational program and improve the quality of education in their regions. In the current phase, when students have greater access to various cultural values through extensive online platforms and social media, alongside the positive aspects, we also face the reality that some cultural values, including the language of minority students, are being eroded due to the allure of modern values such as Zalo, Facebook, YouTube, games, etc. Unintentionally or intentionally, students neglect the importance of improving and interacting in their mother tongue. When they go to school or communicate on social media platforms, or even when accessing educational resources, they often use the common language. Therefore, incorporating the mother tongue into elective subjects is an important solution that helps students understand the value of their language, develop an awareness of preserving it, and actively participate in the national educational program as the most effective agents in experiencing the mother tongue. This lays a solid foundation for preserving the traditional cultural values of their ethnic group, with a focus on the mother tongue. Organizing experiential educational activities in elementary schools needs to establish specific objectives to preserve and safeguard the cultural heritage of minority ethnic groups, conserve and maintain the mother tongue, and contribute to enhancing the quality of implementing the goals of the national general education program.

Secondly, it aims to develop bilingual proficiency for minority students in a multicultural educational environment. The use of bilingualism, specifically Vietnamese and the mother tongue (MT), in teaching and learning in ethnic minority areas has been researched and experimented in Vietnam since the 1950s. Up to now, throughout different stages of the country's educational history, this issue continues to receive attention from educators, and schools in minority areas continue to implement it. With the context of international integration, when students have access to a multicultural environment with diverse information, values, lifestyles, people, languages, etc., from different regions and countries, coupled with the development of the English language as a global language, developing bilingual proficiency in Vietnamese and the mother tongue becomes essential for students to preserve and leverage their cultural identity. It helps students "integrate" without being "assimilated" in the multicultural environment of modern society. Through the organization of reasonable and engaging experiential educational activities integrated into the experiential program in elementary schools, the goal of developing bilingual proficiency in Vietnamese and the mother tongue for minority students should be the focus of

schools. This contributes to the successful implementation of the 2018 General Education Program.

Thirdly, it focuses on preserving the mother tongue (MT) for minority students, aiming to maintain the cultural identity of different ethnic groups. The reality shows that in minority areas, many students are not proficient in the national language, which leads to difficulties in receiving and completing learning and educational tasks. In many elementary schools in minority areas, teachers have to learn the local language to teach the national language to children. However, in the current stage, due to the development of information technology and education, a reverse trend is emerging in many schools and minority areas. This trend is characterized by students predominantly communicating in the national language and using the mother tongue very little, or in some cases, students only listen but cannot speak the mother tongue, or even rare cases where students cannot speak the mother tongue at all. This is an alarming signal for the decline of the precious cultural identity of ethnic groups, which is the mother tongue. Therefore, alongside teaching students to be proficient in the national language for better participation in learning, the issue of preserving the mother tongue for minority students is aimed at preserving the core cultural identity of ethnic groups. Therefore, through organizing experiential educational activities related to the preservation of the mother tongue, schools can identify and strive to achieve the goal of preserving the cultural identity of ethnic groups, contributing to the preservation of Vietnamese culture in today's flat world.

### ***2.4. Education for preserving the mother tongue of ethnic minority students through experiential activities at primary schools.***

Based on the objectives of primary education, the objectives of experiential activities, as well as the objectives of teaching and learning the mother tongue to contribute to the preservation of ethnic cultural identity, the proposed content for preserving the mother tongue for students of ethnic minority groups through experiential activities in primary schools should be approached in accordance with the logic of the educational process, from cognition to attitude and behavior. This content is reflected in specific educational activities, such as:

*(1) Education to develop a proper understanding of the role and significance of preserving the mother tongue for ethnic minority students through experiential activities at primary schools*

Before helping students develop a proper understanding of the role and significance of the mother tongue, teachers need to have a clear awareness of the importance of this educational work. The use and preservation of the mother tongue not only contribute to better Vietnamese language proficiency but also serve a higher purpose of preserving and promoting the authentic cultural values of the ethnic community through the preservation of their language. This ensures the richness of the ethnic language and culture. Once students have acquired a strong command of the Vietnamese language and use it as a means of communication, learning, and even daily activities, it is important to pose questions to them: Is it still necessary to use the mother tongue? What is the significance and impact of using the mother tongue? Through this, students can understand the role of the mother tongue and why

they should preserve and maintain their native language alongside learning and using Vietnamese and other languages.

The process of determining the content of mother tongue preservation education for students through experiential activities in primary schools should be explicitly carried out by teachers in appropriate educational settings for each age group, with the first content being "awareness" education. This means that the organization of experiential activities should contain or integrate content that allows students to take pride in their mother tongue, have a clear understanding of the significance of the mother tongue for their personal development, and discover their own capabilities in using the mother tongue. The specific educational content can be manifested through the following activities:

Firstly, it is necessary to organize or integrate experiential activities with content that helps students understand the true role and significance of their mother tongue for themselves and the community and society. In reality, the mother tongue is often instinctively used by children in ethnic minority communities. They tend to use it casually and spontaneously in their daily lives but use it less in academic and group activities at school. Many students dislike or neglect the use of their mother tongue due to irrational and misguided feelings, such as considering it "backward" or not modern, especially in the era of digital technology like today. Sometimes, students have a distorted perception of their mother tongue and believe that using only Vietnamese and English demonstrates their credibility to friends and the community. This incorrect awareness significantly affects their understanding and preservation of the cultural beauty of their ethnic identity, with the mother tongue at its core.

Secondly, it is necessary to organize educational activities with content that helps students recognize their own proficiency in using their mother tongue, thereby developing a sense of learning and practice. Without conscious guidance, no elementary school student would be able to ask themselves questions such as: How is my mother tongue being used? How proficient am I in using the mother tongue? Thus, the use of the mother tongue becomes purely instinctive, lacking direction and practice. Organizing experiential activities with specific content will guide students to determine their own language proficiency. Students will have a clear awareness of their vocabulary, grammar, correct sentences, and writing in their mother tongue, as well as the use of loan words from Vietnamese and how to use them. From there, students will deeply understand the significance and role of their mother tongue for themselves and the community.

Thirdly, it is necessary to organize experiential activities with content that helps students appreciate the beauty and uniqueness of their own ethnic mother tongue. This is the educational content of "artistic awareness" and "appreciation of beauty" in the mother tongue for students from ethnic minority backgrounds. Every ethnic language, both spoken and written, has unique characteristics that reflect the "beauty" in its phonetics, intonation, vocabulary, and grammar. In today's multicultural and multilingual regions of ethnic minorities, it is important for schools to educate students to be aware of their responsibility in preserving and conserving the beauty of their mother tongue. Deep understanding and civilized behavior, along with respect and affection for the mother tongue, form the foundation of cultural education for ethnic minorities in the present stage.

(2) *Education on correct and positive attitudes for students in using and preserving the mother tongue.*

When students have a correct understanding, they need to have the right and positive attitude towards preserving their mother tongue. This includes feeling proud of their language and the cultural identity of their own ethnic group, as well as recognizing themselves as the younger generation with obligations and responsibilities in preserving the mother tongue of their community. Through this, they will develop self-awareness and become more proactive in this matter. Education helps students from ethnic minority backgrounds feel proud of their language, confident in communicating in their mother tongue, and also fosters an awareness of enriching the mother tongue through their daily interactions. This content is specifically demonstrated in the following activities:

Firstly, it is necessary to organize activities with content that helps students have a positive attitude and pride in their mother tongue. Understanding the role and significance of the mother tongue alone is not enough to motivate students to be conscious of preserving it. Education programs or integrated educational programs with the theme of "pride in our own ethnic group," with a focus on education about the pride of speaking and writing in the mother tongue of their ethnic group, will provide students with positive emotional values. They will gain a deeper understanding of the origin, linguistic traditions, and the meaningful transmission of the mother tongue to their own ethnic group and the community at large. As a result, students will develop a conscious appreciation, fondness, and enthusiasm for listening, speaking, and expressing their thoughts, even carrying out academic tasks in their mother tongue. These activities should help students eliminate negative biases or misconceptions about the mother tongue, which they may consider outdated or "unfashionable". This encourages students to actively use, preserve, and nurture their mother tongue for themselves and their community.

Secondly, it is necessary to organize activities with appropriate content to help students have regular awareness of using the mother tongue in their studies and in their daily lives. The reality is that in primary schools, with the implementation of universal learning and educational tasks, Vietnamese naturally becomes the primary language used in all activities. However, this does not mean that we should eliminate the opportunity to develop mother tongue education for students from ethnic minority backgrounds. Through appropriate experiential education programs that integrate mother tongue education, schools can achieve dual objectives: developing proficiency in the Vietnamese language while preserving and developing the mother tongue for students from ethnic minority backgrounds. Educating students to have regular awareness of using the mother tongue in their activities and studies in a reasonable manner is crucial to help them preserve and conserve their mother tongue.

Thirdly, it is necessary to organize activities with content that provides opportunities for students to promote and disseminate the values of the mother tongue to the community. It is important for educators to empower students and foster their creativity, positioning them as agents of dissemination, spreading the beauty, uniqueness, and distinctiveness of their mother tongue to other ethnic groups and the community. Within a school or community, there may be students from different ethnic

backgrounds studying and living together. Cultural interaction, including the interaction of different mother tongues, is an inevitable occurrence. The proactive management and organization of experiential activities by the school will help students appreciate the richness and diversity of languages among different ethnic groups, respect the mother tongues of other ethnicities, and even learn and understand the cultural values embedded in the mother tongues of other ethnic groups. At the same time, students will learn to share the cultural values inherent in their own mother tongue with their friends.

(3) *Create an environment for students to practice and use their mother tongue.*

With the right understanding and positive attitude, actively organizing diverse and rich educational activities will create an ideal environment for students to practice and use their mother tongue. This will establish a solid foundation for the preservation and development of the mother tongue within the ethnic minority community. The preservation efforts must start with the younger generation. The specific content of this can be demonstrated through the following activities:

Firstly, it is necessary to organize interactive activities that provide students with an environment to interact with different individuals (friends, teachers, society) using their mother tongue. In reality, it is rare for students to communicate with each other or engage in educational activities using their mother tongue. This does not necessarily mean conducting mother tongue classes for students or teaching ethnic languages to teachers. Instead, it is important to create interesting and natural environments involving various participants such as teachers, students, parents, artisans, etc., where students can interact naturally. Teachers can also learn from and share with students about the mother tongue, thereby helping them to practice using the mother tongue in a comfortable and natural environment.

Secondly, it is necessary to organize activities that provide students with opportunities to be creative and express innovative ideas using their mother tongue. This is the most profound and demanding aspect of developing language proficiency in using the mother tongue for students. Through participating in these activities, students can comfortably use the mother tongue as a creative tool to showcase the artistic works of their own ethnic group, or the unique customs and traditions of their own culture. They can even create artistic works in their mother tongue.

Thirdly, it is necessary to organize experiential activities that help students to initially explore fields and professions that require the use of their mother tongue in the future, thereby stimulating their positive motivation in learning and skill development. In reality, for elementary school students, career-oriented activities only provide a brief overview of the most basic information about their desired professions. In terms of career orientation, there are very few specific details available about professions that require the use of the mother tongue. This leads to certain disadvantages for students when accessing information about careers. Integrating content about professions that involve the use of the mother tongue, such as careers in law enforcement, the military, or public speaking, will provide certain values for students and encourage them to improve and refine their mother tongue proficiency.

*2.5. The method and form of education to preserve the native language for minority ethnic students through experiential activities in primary school.*

There are many methods of educational intervention to preserve the mother tongue for ethnic minority students through experiential activities in primary school.

(1) Preserving the mother tongue through organizing field trips and outings: This is a very interesting and engaging form of hands-on learning for students. The purpose of these field trips is to help students come into contact with and explore the natural and cultural landmarks of their own ethnic group, as well as the cultural and historical sites on the very land where they live and speak their first language. Alternatively, they can explore different cultural landscapes where they can experience the richness and diversity of their own ethnic culture. They can visit various structures, factories, workshops, production facilities, museums, or go on outings based on different learning themes. Through these field trips and outings, students can engage in discussions, share, learn, and suggest ideas to each other in their mother tongue, and explore the world around them using their mother tongue.

(2) Preserving the mother tongue through organizing camping activities: Camping is a tourist activity, an outdoor excursion typically taking place in remote locations away from large urban centers, such as in forests, mountains, or parks. Besides fostering teamwork and other life skills, the purpose of camping is to help students reconnect with peaceful places, immerse themselves in nature, rivers, and skies. Along with camping, there are group activities that provide students with opportunities to experience and explore the world around them. During camping, students can use tools and equipment from their own ethnic group, experience the production methods of their own ethnic group, thereby creating opportunities for natural exchanges and conversations among themselves using their mother tongue.

(3) Preserving the mother tongue through organizing game activities: This is a very exciting form of activity for elementary school students. "Learning through play, playing while learning." Fun activities with educational content in different fields will help students absorb knowledge in a gentle way, unleash their creativity, and generate interest. It creates a friendly and open-minded atmosphere, fosters agility, and develops communication skills, problem-solving skills, critical thinking, and teamwork. In the organization of experiential activities, games are considered the most engaging educational tool. Organizing traditional folk games of their ethnic group for ethnic minority elementary school students and using the mother tongue in these games is an effective way for them to preserve their mother tongue and take pride in it.

(4) Preserving the mother tongue through organizing role-playing activities: This method involves allowing students to practice and "try out" certain behaviors in hypothetical situations. The focus of this method is not on performance, but rather on sharing and discussing afterward, as it aims to educate students. Through role-playing, students experience the thoughts, emotions, and perspectives of the characters, express their attitudes, opinions, and problem-solving skills. With relevant themes and the use of the mother tongue, this becomes an engaging form of experience that allows students to vividly demonstrate the daily life, behaviors, cultural traits, and customs of their ethnic group.

This provides them with an opportunity to use and exchange their mother tongue.

(5) Preserving the mother tongue through organizing forum activities: It is a meaningful and practical form of experiential activities for preserving the mother tongue. Through the forum, students can express their thoughts, opinions, positions, desires, needs, and interests, as well as their wishes regarding the cultural identity of their ethnic group and their thoughts on preserving and using their mother tongue. The purpose of the forum is to create opportunities and an environment for students to express their opinions on issues they care about, including the preservation of the mother tongue, and to provide positive thoughts and behaviors to assert their position and role in the discussion. Through the forum, educational stakeholders (teachers, parents, adults, etc.) can understand the aspirations, perspectives, and thoughts of students regarding their cultural identity and mother tongue, and thereby implement appropriate educational measures.

(6) Preserving the mother tongue through organizing interactive stage activities: This is a highly creative form of experiential organization. It is an interactive artistic form based on theatrical activities, where the play only provides the opening situation, and the rest is created by the participants. The main performance is a sharing and discussion between the performers and the audience, emphasizing the interactive nature of the participants. This form stimulates the imagination and creativity of students in handling situations to the maximum. Various situations can be presented, such as a student suggesting that there is no need to learn the mother tongue, only English. The students and participants will then discuss and handle this situation in their own ways.

(7) Preserving the mother tongue through organizing competitions: This is also one of the attractive and captivating forms of organizing experiential activities for students. The purpose is to actively and positively engage students in the educational activities of the school, attracting their talents and creativity. Organizing competitions aims to preserve the mother tongue and can be carried out through various forms such as essay writing, debating about customs and traditions, the beauty of their own ethnic culture using the mother tongue, storytelling competitions based on illustrations, composing songs and poems of their own ethnic group, competitions for the beauty of students from ethnic minority backgrounds, etc. This will be a healthy and beneficial playground for students to deeply appreciate the cultural values of their ethnic group and preserve their mother tongue.

(8) Preserving the mother tongue through organizing events: This is a form that provides opportunities for students to express their creative ideas, cultivate attention to detail, organizational skills, perseverance, teamwork, and collaboration. Events aimed at preserving the cultural values of the ethnic group and the mother tongue can be organized as exhibitions showcasing traditional costumes, throwing competitions of the "Còn" game or other traditional sports, workshops, forums on ethnic customs, etc. When it comes to organizing events, it involves communication methods, planning, programming, teamwork, and collaboration. Therefore, this is also an experiential form that helps develop various skills for students.

(9) Preserving the mother tongue through organizing voluntary and humanitarian activities: This is an experiential

activity that deeply impacts the emotions, benevolence, and humanistic nature of students. With this experiential form, students have a real environment to experience the beauty of their own culture and have the opportunity to use their mother tongue. For example, building a fund to support disadvantaged students from ethnic minorities, collecting educational supplies for students in remote areas, organizing Mid-Autumn Festival celebrations for underprivileged students, and providing support to flood-affected communities.

(10) Preserving the mother tongue through organizing club activities: Establishing a Mother Tongue Club is an engaging experiential organization for students. Through the activities of the club, with the creativity of its members and the support of teachers, experts, and artists, a beneficial and fascinating playground will be created. This provides students with opportunities to participate in diverse and active activities, actively build the club as an effective learning environment, and enhance their skills in using the mother tongue. It also helps them preserve and develop the values and beauty of their own ethnic mother tongue.

(11) Preserving the mother tongue through organizing artistic creativity and projects: This is the highest level of experiential activity, where students participate in creative art projects (drawing, music, poetry...) or educational projects that involve the use of the mother tongue. Teachers design and utilize educational projects using the ethnic language for communication and completing tasks to present the products in the ethnic language. This helps students experience real-life situations through the use of their ethnic language, develop language skills, and contribute to the preservation of the ethnic language.

During the process of organizing these activities, educators can choose and use, coordinate various fundamental educational methods, such as:

- Presentation method, explanation: Use this method to persuade, explain to students about the role, importance of their native language, showing them the beauty in their own language, thereby helping them understand their role and responsibility in preserving the beauty of their own cultural heritage.

- Conversation method: Using this method helps teachers understand their students, their culture, customs, and the circumstances of each student. It also enables teachers to grasp the thoughts and emotions of the students, thereby finding solutions to support their learning and preserve their culture, language, and writing for the students. Through the conversation method, teachers can also ask students to teach their native language to themselves or to other students, or facilitate language exchanges between different ethnic groups in the same class to create a more familiar and friendly classroom atmosphere.

- Modeling method: During lessons or outside of school hours, teachers can tell stories about the shining examples of ethnic people who have overcome challenges to succeed while still maintaining their native language. This aims to inspire students, instill pride in their own language and culture, and cultivate their determination to strive for success.

- Encouragement method: This method is extremely effective if used properly and regularly by teachers. Ethnic minority students often tend to be shy and hesitant in communication. This is partly due to language and cultural barriers, as well as their own self-doubt about their language skills. Therefore, when students achieve good results or speak in their native language, teachers

should praise and encourage them in a timely manner to motivate them further.

- Project-based education method: Teachers design and use educational projects using the native language to communicate and complete tasks, presenting the final products in the native language. This helps students experience real-life situations through the use of their own ethnic language, developing their language proficiency and contributing to the preservation of the ethnic language.

Using educational methods to preserve ethnic languages through organizing experiential educational activities requires flexibility, creativity, and dedication from educators. The goal is to provide students with natural and unrestricted experiences where all values related to the ethnic language are gradually and naturally absorbed into their thoughts and emotions, ultimately shaping their behaviors and habits.

### **2.6. Assessing the results of preserving the mother tongue education for minority students through experiential activities in primary schools.**

\* Objectives: To collect accurate, timely, and objective information about the language proficiency of minority students in using their mother tongue in primary schools. The organization of experiential educational activities aims to preserve the mother tongue for minority students in primary schools. By comparing the results obtained through the organization of experiential educational activities with the objective of preserving the mother tongue education for minority students in primary schools, there is a basis for adjusting the activities to appropriately preserve the mother tongue for students.

\* Content:

- Assessing the proficiency in using the mother tongue (MT) by minority students in primary schools. The frequency of MT usage, the contexts in which it is used, and the awareness of MT usage by students in their academic and daily activities.

- Assessing the awareness of teachers and educational administrators regarding the role and significance of preserving the mother tongue (MT) for minority students in primary schools.

- Assessing the implementation of educational objectives in preserving the mother tongue (MT) for minority students in primary schools through experiential activities.

- Assessing the educational content implemented by schools to preserve the mother tongue (MT) for minority students in primary schools through experiential activities.

- Assessing the methods and forms of educational organization used by schools to preserve the mother tongue (MT) for minority students in primary schools through experiential activities.

- Assessing the factors influencing the process of preserving the mother tongue for ethnic minority students in primary schools through organizing experiential educational activities.

\* Methods:

To assess the aforementioned contents, it is necessary to observe the level of participation of students in experiential activities. Observe how teachers organize these experiential activities.

Study the design of experiential activities conducted by teachers to assess their capacity for integration or design of educational activities for preserving the mother tongue for DTTS students.

Survey the educational forces (students' parents, language experts), students through questionnaires, surveys to gather information for the research issue.

## **II. CONCLUSION**

Preserving the mother tongue through experiential activities in education means that teachers organize diverse and rich educational experiences to stimulate active and proactive participation of students in the learning process. This approach aims to encourage and promote the maintenance and development of students' use of their mother tongue within the school context and in their daily lives. Preserving the mother tongue through experiential activities involves the synchronized design and implementation of various elements of experiential learning and mother tongue preservation within a coherent framework. This allows for the simultaneous achievement of both the objectives of experiential activities and the objectives of preserving the mother tongue in education.

To effectively organize educational content for preserving the mother tongue through experiential activities, it requires the involvement and attention of the school. Different methods, approaches, and forms of organization should be implemented to create the best conditions for students to engage in mother tongue preservation. This includes providing resources, materials, funding, and creating an experiential environment for students. An effective experiential environment will positively impact the learning process, skill development, and use of the mother tongue for minority students. The content can be interwoven, integrated, and carefully selected and designed to be appropriate for each stage of primary education, taking into account the characteristics of the schools and the specific requirements of the experiential programs. To create an effective environment for the mother tongue, collaboration between families, schools, and society is necessary to provide students with regular, continuous, and widespread opportunities to use their mother tongue.

## **ACKNOWLEDGEMENT:**

***The authors would like to express their gratitude for the financial support provided by the Ministry of Education through the research project with code B2021-TNA-12.***

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