Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

The Educational Philosophy of John Dewey and Its Impact on the Development of Modern Vietnamese Education

La filosofía educativa de John Dewey y su impacto en el desarrollo de la educación vietnamita moderna

La filosofia educativa di John Dewey e il suo impatto sullo sviluppo della moderna istruzione vietnamita

Pham Thi Kien
University of Economics Ho Chi Minh City – UEH. Vietnam
Email: kienpt@ueh.edu.vn
ORCID: https://orcid.org/0000-0001-8024-8679

Nguyen Kim Loan
Binh Duong Province Labor Federation. Vietnam
Email: khanhvanem@gmail.com
ORCID: https://orcid.org/0009-0007-3034-3089

Abtract

The philosophy of John Dewey, which places an emphasis on democratic education, experiential learning, and the role of schools in social transformation, has had a considerable influence on education systems all over the world and currently serves as a basic foundation for the innovations that have been implemented at these institutions. The research makes use of the materialist dialectical method, which is an approach that is both comprehensive and historically particular. This technique is used in order to elaborate on Dewey's educational philosophy and its relation to the educational reforms that are being implemented in Vietnam. By conducting an analysis of Dewey's educational principles and aims, the study highlights the relevance of these aspects in relation to the education modernization activities that are being undertaken in Vietnam. The goal of Vietnam is to cultivate people who are capable of making significant contributions to the progress of socioeconomic conditions, and this strategy is congruent with that purpose. Vietnam has been able to surmount its educational constraints, including the absence of practical skills training and the emphasis on information memorization, by incorporating Dewey's concepts. According to the research results, the educational system in Vietnam has the potential to undergo substantial modernization through the implementation of Dewey's educational philosophy.

Keyword: Pragmatism, Educational Philosophy, John Dewey, Modern Education

Resumen

La filosofía de John Dewey, que enfatiza la educación democrática, el aprendizaje experiencial y el papel de las escuelas en la transformación social, ha tenido una influencia notable en los sistemas educativos de todo el mundo y actualmente sirve como base clave para las innovaciones que se han implementado en estas

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

instituciones. La investigación hace uso del método materialista dialéctico, que es un enfoque global e históricamente particular. Esta técnica se utiliza para elaborar la filosofía educativa de Dewey y su relación con las reformas educativas que se están implementando en Vietnam. Al realizar un análisis de los principios y objetivos educativos de Dewey, el estudio destaca la relevancia de estos aspectos en relación con las actividades de modernización educativa que se llevan a cabo en Vietnam. El objetivo de Vietnam es formar personas capaces de hacer contribuciones significativas al avance de las condiciones socioeconómicas, y esta estrategia es congruente con ese objetivo. Vietnam pudo superar sus limitaciones educativas, incluida la ausencia de formación práctica y el énfasis en la memorización de información, incorporando los conceptos de Dewey. Según los resultados de la investigación, el sistema educativo en Vietnam tiene el potencial de sufrir una modernización sustancial mediante la implementación de la filosofía educativa de Dewey.

Palabras clave: Pragmatismo, filosofía de la educación, John Dewey, educación moderna

Riassunto

La filosofia di John Dewey, che pone l'accento sull'educazione democratica, sull'apprendimento esperienziale e sul ruolo delle scuole nella trasformazione sociale, ha avuto una notevole influenza sui sistemi educativi di tutto il mondo e attualmente funge da base fondamentale per le innovazioni che hanno stati implementati in queste istituzioni. La ricerca si avvale del metodo dialettico materialista, che è un approccio allo stesso tempo globale e storicamente particolare. Questa tecnica viene utilizzata per elaborare la filosofia educativa di Dewey e la sua relazione con le riforme educative che vengono implementate in Vietnam. Conducendo un'analisi dei principi e degli obiettivi educativi di Dewey, lo studio evidenzia la rilevanza di questi aspetti in relazione alle attività di modernizzazione educativa che vengono intraprese in Vietnam. L'obiettivo del Vietnam è quello di coltivare persone capaci di dare un contributo significativo al progresso delle condizioni socioeconomiche, e questa strategia è congruente con tale scopo. Il Vietnam è stato in grado di superare i propri vincoli educativi, inclusa l'assenza di formazione pratica e l'enfasi sulla memorizzazione delle informazioni, incorporando i concetti di Dewey. Secondo i risultati della ricerca, il sistema educativo in Vietnam ha il potenziale per subire una sostanziale modernizzazione attraverso l'implementazione della filosofia educativa di Dewey.

Parole chiave: Pragmatismo, filosofia educativa, John Dewey, educazione moderna

Introduction

Vietnam's most recent educational innovations are designed to guarantee that the quality of human resource training is of the highest quality and meets global standards by ensuring that the education system is in accordance with the requirements of

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

economic development and international integration. The objective of these modifications is to improve the quality of teaching and learning by addressing the fundamental limitations of traditional curriculum and techniques, which are typically excessively theoretical and lack practical application. This will be accomplished by addressing the inherent limitations of existing systems.

John Dewey, an American philosopher and educational reformer, has left an indelible mark on the educational systems of many countries throughout the world. Subsequently, this fosters creativity and critical thinking. Dewey's concept is to construct a lesson that promotes the comprehensive development of students in accordance with the trend of learning and practice. Dewey's ideology is concerned with the equal and democratic process of learning, and the integration of learning with practice is in accordance with the objectives of the current educational reform in Vietnam.

However, despite the fact that the Vietnamese education system has achieved significant advancements over the last several decades, it is today confronted with a number of challenges that restrict its capacity to satisfy the requirements of a socio-economic environment that is undergoing fast change and the norms that are prevalent across the world. The objective of this study is to determine the degree to which these reforms have the potential to improve the quality and efficacy of education, thereby better equipping students to confront the obstacles presented by economic development and globalization. This will be achieved by conducting a thorough examination of the manner in which Dewey's principles have been adapted and implemented in the context of Vietnam.

In order to illuminate Dewey's educational philosophy and to illustrate its relevance to the educational reforms currently underway in Vietnam, this research employs the materialist dialectical approach. The materialist dialectical approach enables a comprehensive examination of the dynamic interaction between educational theory and practice in Vietnam, while also taking into account the historical and cultural context of the country. The artistic significance that Vietnam places on the acquisition of practical knowledge and abilities is complementary to Dewey's emphasis on learning through experience.

This study also demonstrates that Dewey's educational philosophy serves as the foundation for Vietnamese education, which is dedicated to the development of

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

comprehensive education for learners through the integration of experiential learning activities into the curriculum and the integration of theory with practice. By employing this methodology, students are afforded the chance to apply theoretical knowledge to real-world scenarios, thereby fostering the cultivation of practical skills and the ability to think creatively. in Vietnam, research serves as the foundation of education. It is crucial for innovation because it focuses on practice and connects with reality. This is done in order to fulfill the needs of learners and the labor market in Vietnam and the rest of the globe today.

Research question

1. Is it feasible to successfully incorporate John Dewey's educational theory of democratic education and experiential learning into the academic curriculum of institutions in Vietnam at the present time?
2. What are the most significant challenges that those working in the field of education and administration in Vietnam are presently facing in their efforts to implement innovative educational practices?
3. What are the specific effects of the integration of Dewey's educational theory into the contemporary educational innovation that has been implemented in Vietnam on the country's contemporary education system?

Literature review

Dewey's investigation is predominantly focused on the following fundamental components: research on experience learning. Dewey emphasized in his work that learning is most effective when it is connected to real-world experiences. Teachers can foster the development of critical thinking and problem-solving skills in their students by encouraging them to apply their knowledge to real-world situations. Students are able to acquire a more thorough grasp of the subject matter via the use of this technique, which also provides them with the skills essential to tackle challenges that they will encounter in the real world. One of the most important points that John Dewey emphasized in his book Democracy and Education, which was released in 2024 (Dewey, 2024), was that learning is most successful when it is tied to experiences that are taken from the actual world.

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

Dewey argued in this essential book that education should not be simply focused on memory, but rather should include students in activities that imitate real-world events, so strengthening their critical thinking and problem-solving ability. Dewey's work is considered to be a fundamental work. According to him, when students are driven to apply their knowledge to practical difficulties, they are better able to overcome challenges that they will encounter in the real world and develop a more thorough understanding of the material. This was supported by the findings of the study that Jamison and colleagues (2022) carried out to investigate the impact that experiential learning programs have on higher education.

This demonstrates that students who participate in real-world projects and apprenticeships have better academic performance and greater levels of engagement than students who do not participate in such activities. In the ensuing inquiry (Brown & Lloyd, 2024), the question of whether or not it is possible to apply Dewey's concepts to the digital age is investigated. The usage of technology to create learning environments that are interactive and immersive in nature and that encourage critical thinking is the subject of this discussion. While this is going on, research (Salvetti et al., 2023) is focusing on the implementation of experiential learning in the STEM industry. The use of problem-based learning and hands-on projects has shown to increase students' understanding and recall of complex ideas, as shown by the research presented below.

There is a congruence between the focus that John Dewey placed on learning via real-life experiences and the present state of educational research. It has been shown via the investigations that were discussed above that education through Dewey's experience is enough. Therefore, it is of the utmost importance to promote the incorporation of experiential learning, critical thinking, and social interaction into the educational system. By providing students with the academic abilities essential to become involved and competent citizens in a democratic society, these modern research and practices provide students with the requisite academic skills.

Research pertaining to democratic education was Dewey's top priority. According to Dewey, education is a democratic process in which students actively participate in the learning process and cooperate with one another. In his work: "Democracy and Education" (Dewey, 2024)Dewey believed that education should involve students' active participation and cooperation, cultivating a sense of inclusion and personal

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

responsibility. Dewey thought that such democratic learning environments help students develop social skills and prepare them to become active and engaged members of society.

Democratic learning environments promote the inclusion and participation of all students, encouraging personal responsibility and ownership of learning. This also helps students develop social skills and prepares them to become active members of society. Confirming (Pietras, 2024). This article by Pietras examines inclusive education practices as fundamental to promoting democratic values . Hence, the study emphasizes the importance of facilitating diversity among learners and ensuring participation and equality in educational activities. Also, according to (Jamison et al., 2022) Focuses on cooperative learning methods that help students develop social skills. It shows that collaborative projects and group activities enhance students' abilities and prepare them to integrate into society.

Also, (Levy et al., 2023). Investigated the impact of a student-centered learning environment on student engagement and academic performance. It found that students with a say in their learning are more motivated and achieve better academic results. John Dewey's concept of Dewey's education, as detailed in"Democracy and Education," continues to influence contemporary educational theories and practices. Thus, the above works are all associated with Dewey's principles, Dewey's participation, cooperation, integration, and active personal responsibility in learning. These modern studies and practices demonstrate the enduring relevance of Dewey's ideas in creating inclusive and effective educational environments.

Research on the role of schools in social improvement. Dewey's research confirmed his belief that schools were essential tools for improving social behavior. John Dewey's work, which clearly emphasized the role of learning games in social reform, was "School and Society,"(Dewey, 1899). Dewey presented his view of education as essential for improving social ways in this book. He argued that schools were not simply institutions for imparting knowledge but also places where students learned to solve social problems. Dewey believed that education should prepare students to participate actively in improving and developing their communities, making schools necessary for social progress.

Education does not stop at imparting knowledge but also aims to solve social problems, preparing students to participate in community improvement and

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

development. School should be where students first prepare and deal with social processes. Also, (Mayer, 2023) clarifies that modern educational settings promote social change. It features case studies of schools that have successfully integrated community service and addressed social issues in their curriculum. The study (Yeap & Adams, 2023) focuses on educational programs to develop socially responsible leaders. It demonstrates that students participating in social reform projects during their studies are more likely to become active community leaders.

According to (Kelly & Given, 2024) examines the workings of community-integrated architecture initiatives in schools since research shows that students participating in community-based projects develop a strong sense of social engagement. More robust and better equipped to tackle societies. John Dewey's emphasis on the role of schools in social reform, as articulated in "Schools and Society," remains very relevant in the language of higher education (Dewey, 1899) overall, the research aligned with Dewey's principles, emphasizing the importance of education in solving social problems and preparing students to contribute to community improvement and development. These studies clarify the role of education as a tool to improve social behavior.

Studies on the development of reflective thinking. The aforementioned research elucidates Dewey's primary objective of promoting the development of critical thinking in students through self-reflection on their learning experiences. John Dewey's work, "How We Think" (Dewey, 2022), particularly emphasized the development of reflective thinking. Dewey explores the process of contemplative thinking in this text, characterizing it as a dynamic, enduring process. and meticulously evaluates beliefs or purported forms of knowledge in relation to the premises that underpin them and the conclusions that they elicit. Dewey's objective was to foster the development of critical thinking skills in students by facilitating self-reflection on their learning experiences.

This would enable them to gain a more comprehensive understanding of the learning process, enhance their capacity to self-assess, and enhance the efficacy of their learning journey. This approach enables students to comprehend the learning process and improves their self-assessment and effectiveness. Students are also able to implement and assimilate knowledge in a flexible and creative manner through practice of critical thinking. Research conducted by Atkinson (2024) in order to

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

perpetuate Dewey's philosophy. Strategies for cultivating critical thinking in higher education have been the focus of previous research. It addresses the utilization of reflective journals, peer discussions, and self-assessment tools to foster critical thinking and profound learning. Additionally, the efficacy of reflective learning strategies in online education is examined by Thornhill-Miller et al. (2023).

It illustrates that the integration of reflective activities into online courses improves the learning outcomes and critical thinking skills of students. The contemporary educational practice is still influenced by John Dewey's emphasis on the development of reflective thinking, as articulated in "How We Think" (Dewey, 2022). In general, the aforementioned works underscore the significance of critical thinking in enhancing the efficacy of learning, self-assessment, and critical thinking. These contemporary studies and practices underscore the enduring relevance of Dewey's ideas in fostering a more profound and engaged approach to learning.

In summary, John Dewey's educational philosophy emphasizes the development of students' critical thinking while simultaneously establishing a realistic, democratic, and social learning environment. Research initiatives are still in the process of refining their investigations. Consequently, the implementation of educational reform in Vietnam is predicated on the examination of Dewey's educational philosophy, which serves as the foundation for the enhancement of educational quality and the development of fundamental and comprehensive innovations that will ensure the comprehensive education of students. Demonstrate and satisfy the requirements of the present.

Methods

The research conducted in this article employs the materialist dialectical method, which is governed by a comprehensive, to analyze the entirety of John Dewey's educational philosophy. The study principles provide a comprehensive explanation of the adaptation and evolution of John Dewey's educational philosophy in Vietnam. Educational reforms are characterized by their dynamic and evolving nature in the dialectical materialist approach, whereas the materialist dialectical method underscores the significance of comprehending the material conditions that influence educational practices.

The results offer practical recommendations for the effective incorporation of Dewey's philosophy into the education system, providing valuable insights into the

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

potential of the philosophy to transform education in Vietnam. A comprehensive literature review that encompasses Dewey's original works and contemporary studies on educational reform in Vietnam is included in this approach. The assessment offers a fundamental comprehension of Dewey's educational principles, including critical thinking, democracy in education, and experiential learning.

This study employs the specific historical principle to elucidate Vietnam's education system and its reforms, emphasizing the material conditions that have influenced the adaptation of Dewey's ideas. In the context of Vietnamese educational practice, Dewey's theories on dynamic experience, democratic education, social reform, and the promotion of positive and critical thinking are assessed using historical principles. This historical principle of the collected data investigates specific components of Dewey's educational philosophy that are relevant to Vietnamese education. It recognizes the obstacles faced by educators in the implementation of these principles and the assessment of the effects of Dewey-inspired educational reforms on student engagement, critical thinking, and academic perf

The educational programs in Vietnam that have implemented Dewey's concepts are analyzed using a synthetic method in this study. This information is essential for evaluating the practical obstacles and opportunities associated with incorporating Dewey's philosophy into the Vietnamese education system. The efficacy of Dewey's principles in the Vietnamese context is demonstrated by the data obtained through the synthesis method.

The study formulates recommendations for the further integration of Dewey's ideas into the education system to improve the quality of teaching and learning based on this analysis. The research indicates that the quality of teaching and learning can be considerably enhanced by integrating John Dewey's educational philosophy into Vietnam's education system. Dewey's principles have been the inspiration for reforms that have resulted in more dynamic and engaging classroom environments, which have encouraged students to engage in democratic participation and critical thinking.

Results and Discussion

Dewey's educational philosophy, particularly democratic education and experiential learning, has been widely acknowledged and implemented in numerous educational

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

systems across the globe. The application of Dewey's educational philosophy to the Vietnamese education system can yield numerous advantages, including the enhancement of the quality of teaching and learning, the promotion of positive thinking, and the contribution to social development. This article will examine the effectiveness of Dewey's educational philosophy in the context of the academic curriculum in Vietnam and its influence on the growth of society and students.

John Dewey's educational philosophy underscores the significance of experiential learning, in which students are actively engaged in practical activities to extract valuable lessons. Dewey posited that learning is not merely the inert acquisition of knowledge, but also the active engagement in practical activities that allow students to experiment, learn, and grow from their experiences. The method of practical experience (Dewey, 1938) is particularly well-suited to the educational innovation objectives of Vietnam, as it emphasizes the development of critical thinking skills, creativity, and problem-solving abilities (Harman & Bich, 2010).

The Vietnamese education program can be enhanced by incorporating experiential learning into extracurricular and practical activities. These activities may encompass life skills classes, field excursions, science projects, and community activities. By facilitating the connection between theory and practice, these activities enhance students' comprehension of the significance and value of their knowledge (Resch & Schrittesser, 2023).

The advantages of experiential learning are evident. Initially, it assists students in the acquisition of communication, collaboration, and problem-solving abilities that are essential for success in education, life, and the workforce. Secondly, students who engage in practical activities experience a greater sense of engagement and engagement in their learning. This contributes to the enhancement of learning outcomes and the development of students' self-management and confidence (Chávez-Miyauchi et al., 2021).

The implementation of experiential learning methods in Vietnam can commence by enhancing the educational program's extracurricular and practical activities. These activities may encompass life skills classes, field excursions, science projects, and community activities. Consequently, it is imperative that the curriculum be structured in a manner that ensures the close integration of theoretical knowledge with practical activities. For instance, in Biology, students have the opportunity to engage in local

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

environmental conservation initiatives, while in History, they can perform plays that reenact historical events.

The past. Students are able to cultivate skills such as communication, collaboration, and problem-solving through experiential learning. In the future, these abilities will be indispensable in the realms of education, employment, and life. Simultaneously, students will experience a greater sense of engagement and engagement in their learning when they engage in practical activities. This contributes to the enhancement of learning outcomes and the development of students' self-management and confidence.

Dewey's educational philosophy also includes democratic education as one of its fundamental principles. He is of the opinion that education is a means by which students can acquire knowledge and cultivate the necessary independent thinking and skills to engage actively in social life. Democratic education fosters critical thinking and leadership skills by promoting student engagement in classroom and school decision-making (Dewey, 2022). In Vietnam, the establishment of a democratic learning environment can commence by promoting student involvement in the decision-making processes of the classroom and school. Students have the opportunity to participate in school board meetings, organize extracurricular activities, and develop classroom regulations.

The curriculum should encompass content regarding the rights and responsibilities of citizens, as well as the ability to engage in democratic processes, including elections, debates, and discussions. Students must possess the necessary knowledge and abilities to become responsible and engaged citizens. Democratic education fosters the development of critical thinking and the cultivation of student confidence and accountability. Students will experience an increased sense of confidence and a greater sense of responsibility toward the community and society when they are involved in decision-making. This also assists students in the development of communication skills and collaboration abilities, which will be more advantageous for their future careers and personal lives (Hieu, 2024).

Democratic education fosters a culture in which students are encouraged to engage in discussions and debates regarding a variety of topics. This fosters the development of critical thinking and the capacity to independently evaluate and analyze information. Consequently, students will experience a heightened sense of confidence and a

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

greater sense of responsibility toward the community and society when they are included in the decision-making process. John Dewey also held the belief that education serves as a means to enhance society and a tool for personal development. He was of the opinion that education could be used to establish a sustainable, democratic, and equitable society. Education in Vietnam must prioritize the principles of equality, social justice, and human rights.

The curriculum should encompass information regarding the historical and contemporary status of social issues, including environmental protection, economic inequality, and discrimination (Gegout, 2024). It is imperative that students are motivated to engage in community activities and social initiatives. Volunteer programs, environmental protection campaigns, and charitable activities may be implemented by educational institutions. By engaging in these activities, students cultivate a sense of accountability toward the community and society at large. This fosters the development of conscious citizens who are willing to contribute to the advancement of society (Inomoto et al., 2024).

Education in Vietnam must prioritize the principles of equality, social justice, and human rights. The curriculum should encompass information regarding the historical and contemporary status of social issues, including environmental protection, economic inequality, and discrimination. This serves as an incentive for students to engage in social initiatives and community activities. Volunteer programs, environmental protection campaigns, and charitable activities may be implemented by educational institutions.

By participating in community activities, students will cultivate a sense of responsibility for the community and society at large. This fosters the development of citizens who are aware and eager to contribute to the advancement of society. Concurrently, students are afforded the chance to implement the knowledge they have acquired throughout their lives through social development activities. Subsequently, we can gain a more comprehensive understanding of the significance and value of this information.

Dewey's educational philosophy also emphasizes the importance of fostering positive and inventive thinking among students. He is of the opinion that an exceptional educational environment is one in which students are able to develop fully and are made to feel secure and respected. It is imperative that educational institutions

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

establish curricula and activities that foster the development of creative and optimistic thinking abilities. This may involve the coordination of extracurricular activities, research initiatives, and group discussions. Encouragement of positive thinking among students necessitates a secure and pleasant learning environment. Schools must guarantee that each pupil is treated with dignity and is afforded the chance to reach their maximum potential.

Research conducted in Vietnam has demonstrated that pupils who exhibit positive thinking tend to achieve superior academic outcomes. They are generally more determined, persistent, and prepared to confront obstacles. Students become more self-assured, creative, and engaged in society when they cultivate positive thinking (Van Le & Chong, 2024). It is imperative that educational institutions establish curricula and activities that foster the development of creative and optimistic thinking abilities.

This may involve the coordination of extracurricular activities, research assignments, and group discussions. Creation of a Safe and Friendly Learning Environment: It is imperative to establish a safe and friendly learning environment in order to foster positive thinking among students. Schools must guarantee that each pupil is treated with dignity and is afforded the chance to reach their maximum potential. Students develop a greater sense of confidence and creativity in problem-solving when they are encouraged to think positively. This is advantageous for your future academic pursuits, personal life, and professional endeavors. Consequently, research has demonstrated that students who maintain a positive attitude frequently achieve superior academic outcomes. They are generally more determined, persistent, and prepared to confront obstacles.

The academic program in schools in Vietnam today can be effectively implemented in accordance with John Dewey's educational philosophy of democratic education and experiential learning. These principles contribute to the development of positive, creative thinking in students and the promotion of social reform, as well as improving the quality of teaching. Nevertheless, a comprehensive revision of the educational approach, which encompasses the retraining of teachers, the redesign of the curriculum, and the allocation of resources, is necessary to effectively implement Dewey's principles. Learning that is appropriate.

These modifications will contribute to the establishment of an advanced academic environment in which students possess the requisite knowledge and abilities to

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

become active and responsible members of society (Van Le & Chong, 2024). In reality, Vietnam is presently in the process of modernizing its education system through innovation. Nevertheless, the primary obstacles that educators and administrators in Vietnam are currently encountering in the pursuit of innovation are the absence of resources, resistance to change, and inadequate teacher training. Educators are frequently inadequately prepared to implement new educational paradigms, as teacher training programs frequently fail to adequately prepare them for innovative teaching methods (Slattery, 2024).

Furthermore, schools frequently encounter inadequate funding and resources, which impedes the implementation of contemporary educational technologies and methodologies (Tri, 2024). In the education system, there is also cultural resistance to change, as traditional methods are profoundly ingrained, which makes the introduction and maintenance of innovative approaches complex (DeJaeghere et al., 2024). These obstacles underscore the necessity of a paradigm shift toward the acceptance of educational innovation, a heightened investment in educational infrastructure, and a comprehensive reform of teacher education.

The education system will undergo a substantial transformation as a result of the application of John Dewey's educational philosophy to Vietnam's contemporary educational innovation initiatives. Dewey's emphasis on democratic education, experiential learning, and the cultivation of critical thinking has resulted in more dynamic and engaging learning environments.

Initially, Dewey's experiential learning principle will motivate Vietnamese educators to transition from conventional rote memorization methods to more interactive and hands-on learning experiences. This pedagogical transition has been demonstrated to enhance students' engagement and retention of knowledge by enabling them to apply theoretical concepts in real-world scenarios (Uyen et al., 2024). For example, schools that have implemented project-based learning and field excursions as components of their curriculum have reported increased student engagement and motivation (Nguyen et al., 2023).

Secondly, the operation of educational institutions in Vietnam will be influenced by Dewey's advocacy for democratic education. Student autonomy and leadership abilities will be enhanced by educational institutions. The promotion of a more participatory approach to teaching, which encourages students to express their

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

opinions and participate in decision-making, has had a positive impact on student autonomy and leadership skills in schools. This transition to a more democratic classroom environment cultivates a sense of responsibility and citizenship in students, thereby preparing them to be informed and engaged members of society (Atkinson, 2024; Dewey, 1916).

Additionally, Dewey's emphasis on social reform through education is consistent with Vietnam's long-term educational and social development objectives. Educators endeavor to address societal issues, including environmental sustainability and inequality, within the classroom by incorporating Dewey's ideas. For instance, the incorporation of social justice themes into the curriculum increases students' awareness and encourages them to engage in community service (Cao & Vu, 2023). This method has effectively developed a generation of students who are proactive and socially aware, enabling them to confront the challenges of the present day.

Reforms in teacher training programs have also been required as a result of the adoption of Dewey's philosophy. Professional development is essential for educators to acquire the necessary skills to facilitate democratic and experiential learning. This has resulted in curricula for teacher education that are more comprehensive, emphasizing contemporary pedagogical strategies and ongoing professional development (Ho & Dimmock, 2023). The quality of education is directly influenced by improved teacher training, as well-prepared instructors are more effective in implementing innovative teaching methods that improve student learning outcomes.

Nevertheless, the implementation of Dewey's educational philosophy is not without its obstacles. Resistance to change, particularly from educators who are acclimated to traditional methods and lack resources in certain areas, presents substantial challenges. Furthermore, in order to maintain these innovative practices, educational authorities must offer continuous support and investment (O'Leary et al., 2023). The positive effects of Dewey's philosophy on Vietnam's education system are evident and hold potential for the future, despite these challenges.

In summary, the implementation of John Dewey's educational philosophy in Vietnam will significantly enhance student engagement, critical thinking, and social responsibility. Dewey's commitment to principles contributes to the modernization and improvement of Vietnam's education system by encouraging democratic participation, experiential learning, and the resolution of social issues through education. It will be

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

essential to maintain the positive effects of these practices by continuing to support and expand them.

Conclusion

Vietnam's educational programs can be effectively implemented in accordance with John Dewey's educational philosophy, which prioritizes democratic education and experiential learning, thereby creating more interactive and engaging learning environments. The transition to participatory classroom dynamics and hands-on, real-world learning experiences is consistent with the contemporary educational objectives of Vietnam, advocating for student autonomy and critical thinking.

Nevertheless, the implementation of these innovative approaches continues to face substantial obstacles. Teachers and educational administrators encounter challenges such as resistance to change from traditional pedagogical methods, limited resources, and inadequate training. Dewey's philosophy must have a positive impact on Vietnam's education system, despite the challenges it faces. This will be achieved by fostering a sense of social responsibility among students, enhancing critical thinking skills, and increasing student engagement. In order to maintain these advantages and completely incorporate Dewey's principles into the Vietnamese educational system, it is imperative to provide ongoing support and investment in teacher training and educational infrastructure.

References

Atkinson, S. (2024). Literary Creation and the Fusion of Critical Thinking: Project-Centered Teaching Strategies in Australian Higher Education at the Beginning of the 21st Century. *Research and Advances in Education*, *3*(1), 44-53. https://www.paradigmpress.org/rae/article/view/983/856

Brown, D. H., & Lloyd, R. G. (2024). Using Critical Social Theory as Professional Learning to Develop Scholar—Practitioners in Physical Education: The Example of Bourdieu's Theory of Practice. *Education Sciences*, *14*(2), 160. https://doi.org/10.3390/educsci14020160

Cao, P. T. H. & Vu, T. N. (2023). Vietnamese Teaching Practitioners as Doctoral Students Learning-to-Teach, Teaching, and Assessing Students of and for Social Justice. In *Handbook of Research on Fostering Social Justice Through*

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

Intercultural and Multilingual Communication (pp. 81-99). IGI Global. https://doi.org/10.4018/978-1-6684-5083-3.ch005

Cottrell, S. (2024). *The study skills handbook*. Bloomsbury Publishing. https://n9.cl/3p0ss

DeJaeghere, J., Dao, V., & Nguyen, T. (2024). Education systems change: cultural beliefs and practices that support and inhibit deep learning in Vietnam. *Journal of Educational Change*, 1-23. https://link.springer.com/article/10.1007/s10833-024-09505-0

Dewey, J. (1899). *The school and society: Being three lectures*. University of Chicago Press. https://n9.cl/862ij

Dewey, J. (1938b). The philosophy of the arts. En: The later works 1938-1939. Experience and education, freedom and culture, theory of valuation and essays (Vol. 13). pp. 357-368. USA: Carbondale and Edwardsville, Southern Illinois University Press. https://books.google.co.ve/books?id=h1ndPUdbY0sC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Dewey, J. (2022). *How we think*. DigiCat. https://n9.cl/ican9

Dewey, J. (2024). *Democracy and education*. Columbia University Press. https://www.degruyter.com/document/doi/10.7312/dewe21010-003/html

Gegout, C. (2024). Making universal education a priority for sustainable development: The EU, Vietnam and education. *Global Policy*, *15*(1), 91-102. https://doi.org/10.1111/1758-5899.13298.

Hieu, H. H. (2024). Enhancing learner autonomy in teamwork skills: Strategies of Vietnamese tertiary EFL teachers in a changing educational landscape. *Nurture*, *18*(3), 564-572. https://doi.org/10.55951/nurture.v18i3.679

Ho, L., & Dimmock, C. (2023). Changing teachers' beliefs and practices towards learner-centred education: experiences and lessons from Vietnam's education system reforms. *Practice*, 1-20. https://doi.org/10.1080/25783858.2023.2177191

Inomoto, S., Sugihara, Y., & Li, G. (2024). Factors that Shape Transnational Students' Bi/Multilingual Becoming. *Promoting Inclusive Systems for Migrants in Education*. https://n9.cl/sktez

Jamison, C. S. E., Fuher, J., Wang, A., & Huang-Saad, A. (2022). Experiential learning implementation in undergraduate engineering education: a systematic search and review. *European Journal of Engineering Education*, *47*(6), 1356-1379. https://doi.org/10.1080/03043797.2022.2031895

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

Kelly, W. B., & Given, L. M. (2024). The community engagement for impact (CEFI) framework: an evidence-based strategy to facilitate social change. *Studies in Higher Education*, *49*(3), 441-459. https://doi.org/10.1080/03075079.2023.2238762

Levy, B. L., Busey, C. L., Cuenca, A., Evans, R. W., Halvorsen, A.-L., Ho, L.-C., Kahne, J., Kissling, M. T., Lo, J. C., & McAvoy, P. (2023). Social studies education research for sustainable democratic societies: Addressing persistent civic challenges. *Theory & Research in Social Education*, *51*(1), 1-46. https://pure.psu.edu/en/publications/social-studies-education-research-for-sustainable-democratic-soci

Mayer, S. J. (2023). *Practicing Pragmatism Through Progressive Pedagogies: A Philosophical Lens for Grounding Classroom Teaching and Research*. Taylor & Francis. https://n9.cl/0488u

Nguyen, H. B. N., Chen, M.-L., Hong, J.-C., & Lee, Y.-F. (2023). Developing an educational policy acceptance model to explore the implementation of Vietnamese teachers' inquiry-based teaching. *Asia Pacific Journal of Education*, 1-17. https://doi.org/10.1080/02188791.2023.2212872

O'Leary, M., Cui, V., Kiem, M. T., Dang, D. T., Nguyen, G. T. H., & Thi Hoang, K. H. (2023). The role of classroom observation in the development and assessment of schoolteachers in Vietnam: a review of national policy and research. *Asia-Pacific Journal of Teacher Education*, *51*(4), 395-407. https://doi.org/10.1080/1359866X.2023.2191307

Pietras, V. (2024). Balancing Global Education Policy and Inclusive Education in Costa Rica: Capitalist Pressures, Social-Democratic Tendencies, and Technological Responses. In *Education and Development in Central America and the Latin Caribbean* (pp. 186-205). Bristol University Press. https://doi.org/10.51952/9781529231748.ch009

Resch, K., & Schrittesser, I. (2023). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, *27*(10), 1118-1132. https://doi.org/10.1080/13603116.2021.1882053

Slattery, M. (2024). *Education Strategy in a Changing Society: Personalised, Smarter, Lifelong Learning in the 21st Century*. Taylor & Francis. https://n9.cl/7sgjj

Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., & Mourey, F. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, *11*(3), 54. https://doi.org/10.3390/jintelligence11030054

Depósito Legal: PPI 200802ZU2980 / ISSN: 1856-9331. Vol. 32. Núm. 24 (2024): Abril – Septiembre 2024

Tri, N. M. (2024). Developing Science, Technology, and Innovative Creativity to Meet the Requirements of Sustainable Development in Vietnam: Current Situation and Solutions. *International Journal of Sustainable Development & Planning*, *19*(4). https://doi.org/10.18280/ijsdp.190431

Uyen, D. P., Nhu, N. T. H., Nghi, D. D., Khanh, V. H., Vy, H. T., Sa, N. T. H., & Vy, N. T. H. (2024). Optimal pedagogical strategies in research methodology: Insights from student experiences. *Environment and Social Psychology*, *9*(4). https://esp.apacsci.com/index.php/esp/article/view/2342

Van Le, H., & Chong, S. L. (2024). The Dynamics of Critical Thinking Skills: A Phenomenographic Exploration from Malaysian and Vietnamese Undergraduates. *Thinking Skills and Creativity*, *51*, 101445. https://doi.org/10.1016/j.tsc.2023.101445

Yeap, S. B., & Adams, D. (2023). Turnaround Leadership: Building the Sustainability of Schools. In *Educational Leadership: Contemporary Theories, Principles, and Practices* (pp. 119-133). Springer. https://link.springer.com/chapter/10.1007/978-981-99-8494-7_8

Acknowledgements: This research by author Pham Thi Kien is fully funded by University of Economics Ho Chi Minh City (UEH), Vietnam