TRAINING THE COMPETENCE OF APPLYING HISTORICAL KNOWLEDGE AND SKILLS FOR STUDENTS THROUGH USING ACTIVE TEACHING METHODS IN TEACHING *HISTORY 11* AT TAM PHU HIGH SCHOOL, THU DUC CITY

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Abstract. In the trend of innovating teaching methods in the direction of developing learners' competencies in high schools, active teaching encourages students to actively learn to form their own qualities, general and specific competencies. *History 11* is a subject that provides students with general knowledge about Latter-day world History, Modern World History (1917 - 1945), Vietnam History (1858 - 1918). To help students form historical knowledge applying competence, teaching methods that stimulate students to learn actively are encouraged to be applied in teaching *History 11* in high schools. However, the situation of teaching with one-way knowledge transfer, with little focus on training historical knowledge applying competence, still exists. Therefore, students are still passively absorbing one-way knowledge, memorizing facts, and their historical knowledge applying competence is still limited. The article analyzes fundamental theories of active teaching in *History 11* and results of applying active learning methods in training the competence of applying historical knowledge and skills for students at Tam Phu high school, Thu Duc City.
Keywords: Active teaching, active teaching in *History 11*, competence of applying acquired historical knowledge and skills.

1.   Introduction

Since ancient times, prominent educators have mentioned the importance of active teaching because this educational method cares about the learners' needs, aspirations and leads the learners to develop their skills naturally without creating pressure like traditional teaching methods.

From the years BC, Confucius (551 - 479 BC) developed teaching principles that are considered to promote the learners' positiveness and capacity. He realized that the teaching method at that time is "so strictly that students lose their desire to develop the study in the freeway" [1, p. 264].

Marzano (1992) affirmed that the purpose of the teaching process is not only to teach knowledge but also to teach skills, practice creative and positive thinking habits. Therefore, in the teaching process, if teachers and students have the right and positive awareness, teaching and learning activities will achieve the desired effect [2, p. 5].

Researching on active learning in History and Social Studies, Cevdet Kirpik (2009) encourages teachers to use active teaching methods in teaching and learning this textbook. Active

teaching methods that have been proposed include group learning, jigsaw puzzles, special envoys, slogan making, card sorting, letter writing, using text sources, using images [3, p. 63-67].

Study on the application of active teaching methods and techniques in teaching History of 123 History teachers in the towns of Erzurum, Sivas, Ağrı, Gaziantep and Tokay (Turkey) during the school year 2014-2015 shows that teachers often use teaching methods such as problem-based learning, check sample facts, brainstorming, project-based learning, and think differently. Question and answer techniques were applied at a moderate level while treasure hunts, snowballs, and jigsaw puzzles are used less often. In addition, class discussion is not frequently applied in teaching History (Yildirim, Akman, Alagoz, 2017) [4, p. 145]. The study also pointed out that the reason for not regularly applying active teaching methods in teaching History is teachers' lack of information about the features of teaching methods, inadequate awareness of the importance of combining teaching methods and little experience in applying these teaching methods [4, p. 147].

When research on innovative solutions to create excitement in History lessons in high schools, Le Van Khoa (2015) believes that innovating the teaching method of History in high schools is a transition from the traditional way, one-way communication, to active learning of students. The teacher is an instructor helping to form knowledge and skills for the students [7, p.138]. He proposes to implement a comprehensive reform of teaching History subject in high schools with a trio of solutions: 1) Identifying the important role of lesson planning; 2) Building the right and attractive structure of lesson to attract students; 3) Teaching solutions to create excitement for students when studying History [5, p. 140 - 144].

To develop the history competence for students, Tran Van Hung and Ta Thi Thanh Van (2019) applied project-based learning and the heritage-based method in teaching History subject in Phu Tho province [6, p. 76 - 77]. The combination of these two teaching methods stimulates students to actively study History by implementing learning projects in the direction of discovering and experiencing the system of tangible and intangible cultural heritages of Phu Tho province relating to the lesson. Tran Van Hung and Ta Thi Thanh Van (2019) designed the learning project *Understanding the relics of Nguyen Quang Bich (Cam Khe district) - Doi Den relic - Van Thang war zone relic* and the topic of real experience. *Learning traditional Vietnamese art* to develop the history competence for grade 11 students [6, p. 79].

Thus, studying teaching History in the world and in Vietnam focus on measures to improve students' active learning. However, the application of active teaching methods in training historical knowledge applying competence for students is still a gap and needs to be studied further. Therefore, this article focuses on some fundamental theories of active teaching in History subject and results of applying active learning methods in training historical knowledge applying competence for students at Tam Phu high school, Thu Duc City.

2.   Content

2.1. Competence of applying historical knowledge and skills in *History 11*

In the general education curriculum, History is a subject belonging to the social science group to help students form and develop historical competence, components of scientific competence and key qualities and general competencies. The History curriculum helps students develop historical competencies based on basic and advanced knowledge of the world, regional and Vietnamese history through a system of topics and topics on political history, economy, society, culture, civilization. Historical competence consists of components that are to learn history; perceive and think about history; apply acquired knowledge and skills [14].

The requirements for historical competence to be achieved are specified in each lesson of *History 11* for the training and development of historical competencies for students. Among the component competencies of historical competence, the competence of applying historical knowledge and skills is an ability to apply historical knowledge and skills to explain real-life problems, self-study historical issues, access, and process information from different sources, have the sense and capacity for life-long historical self-study [14]. Training students' competence of applying historical knowledge and skills into practice helps them develop: 1) Learn history: ability to identify types of historical documents; identify the content, exploit and use historical materials in the learning process; Recreate and present in oral or written form the process of events, characters, historical processes from simple to complex; identify historical events in specific space and time; 2) Perceive and think about history: to explain the origin and movement of historical events from simple to complex; point out the development process of history according to the epochal and synchronous history; compare the similarities and differences between historical events, explain the cause-and-effect relationships in the historical process; analyze the continuity and change of history; express thoughts in different directions when considering, evaluating, or seeking answers about an event, character, or historical process.

To determine the extent to which the ability to apply historical knowledge and skills in grade 11 is achieved, the assessment content should focus on the ability to creatively apply learned historical knowledge in specific situations. does not focus on testing the ability to reproduce historical knowledge, rote memorization, and machine memorization. When assessing learning outcomes in active teaching of *History 11* subject, it is necessary to ensure the requirements and principles such as pedagogy, feasibility, practicality, and students' cognitive level, requirements of the program and so on.

2.2. Active teaching and active teaching of *History 11* briefly

Contrasting with the traditional teaching view that emphasizes the role, absolute responsibility of teachers' communication and reception of students is active teaching or active learning or active learning. Study on active learning, Bonwell and Eison (1991) suggested that active learning involves students doing things and thinking about what they are doing [7, p. 2]. Active learning encourages students to do more than just listen: Students should read, write, discuss, or engage in problem-solving. In active learning, students must engage in higher levels of thinking tasks such as analysis, synthesis, and evaluation [7, p. iii].

Active teaching is a student-oriented teaching approach. Active teaching is a learner-oriented teaching perspective that stimulates, motivates, and facilitates students to learn actively, self-study, self-study, and self-find new knowledge through diverse learning activities such as reading, writing, discussion, practice, experiment, explore, problem-solving, designing, creating, etc. in a collaborative learning environment. Active learning activities help students achieve their learning goals, develop high level of thinking abilities (analyze, synthesize, evaluate and create) and apply knowledge to solve situations in real life.

Active teaching creates a transition in the roles and activities of teachers and students compared to traditional teaching. When implementing active teaching, teachers no longer transmit one-way information but orient, organize, consult, and control learning activities inside and outside the classroom space. Students are the subject of learning activities (finding, discovering, exploiting, and constructing knowledge) and experience performing learning actions such as practicing, experimenting, discovering, creating works. Students do not passively listen to one-way information from teachers and learning materials but actively and responsibly when participating in or performing learning activities.

Active teaching creates a multi-directional interaction between teachers - students, students - students in a positive and cooperative learning environment. Teachers create situations and

conditions for students to actively seek and discover knowledge through solving situations associated with professional and life practice. The results of acquiring knowledge and forming new skills are obtained by students themselves under the guidance and organization of learning activities by teachers.

In active teaching, teachers no longer have an exclusive role in assessing student learning outcomes. Learning outcomes are assessed by teachers and students through self-assessment and cross-evaluation. Assessment results not only confirm the level of knowledge and skills that students have achieved, but also are used to adjust and improve teaching and learning activities of teachers and students.

Active teaching is associated with a positive learning environment that encourages students to take initiative, cooperate, share, and take responsibility when performing learning tasks. According to Grabinger and Dunlap (1998), a rich environment for active learning is a comprehensive teaching system in which develop in accordance with constructivist philosophies and theories, promote research and exploration in real context, develop responsibility, initiative, decision making and goal-oriented learning for students, promote research and exploration in authentic context, build knowledge through community service-learning using teacher-student collaborative learning, promote high-level thinking processes, and assess students' progress in knowledge, skills, and learning way through task performance and applying in real life [8, p. 5].

In high school, History is a subject belonging to the group of Social Sciences subjects to develop historical competence and apply history lessons to solve real-life problems. History also helps students to realize the scientific and practical value of history in modern social life. *History 11* provides students with general knowledge about Pre-modern World History, Modern World History (1917 - 1945), Vietnam History (1858 - 1918). Active teaching of *History 11* encourages students to actively participate in a variety of learning activities (debate, role-play, games, etc.) to learn historical knowledge in a collaborative learning environment. The article defines the concept of active teaching of *History 11* as follows: "Active teaching of *History 11* is a teaching perspective that stimulates students to actively and actively learn about pre-modern, world history and Vietnam history through various learning activities to practice the ability to apply historical knowledge to interpret and solve real-life problems".

2.3. Characteristics of active teaching of *History 11*

Based on the concept of active teaching and the content of the *History 11* textbook, characteristics of active teaching of *History 11* are proposed as follows:

🔸 *Teaching History 11 through organizing a variety of learning activities:*

Organizing a variety of learning activities inside and outside the classroom (museum visits, field trips, learning through projects, heritage sites) helps students acquire historical knowledge naturally. Diverse learning activities not only encourage students to learn, look up information, compare historical documents, explore historical sites, etc., but also learn how to analyze, compare, and process historical documents, connecting the past with the present, applying historical lessons to solve real-life problems.

🔸 *Teaching focuses on training the method of self-study History 11 for students:*

Teachers need to focus on training self-study methods for students to create a transition from passive learning to active learning, self-exploring more historical knowledge through historical documents, exploring tangible cultural heritage (historical-cultural relics, artifacts, antiquities, national treasures, etc.) and intangible cultural heritage (language, writing of Vietnamese ethnic groups, folklore, traditional festivals, traditional crafts, folk knowledge, etc.).

Teachers need to encourage students to read and learn about historical issues not only in textbooks but also by teaching applications on mobile devices such as World History Atlas app,

Vietnamese history, history handbook, Anecdotes of Vietnamese history and so on. These applications are designed with a beautiful, intelligent interface, a streamlined data system, and a central focus to help students easily absorb historical knowledge.

🞂 *Teaching History 11 through the application of many teaching methods to stimulate students' active awareness*

To implement active teaching of *History 11*, teachers need to apply flexibly, creatively and diversely teaching methods and active teaching techniques to engage students in learning activities such as group teaching method, learning game method, role-playing method, case study method, situational learning, project-based learning, brainstorming techniques, mind mapping techniques, tablecloth techniques, XYZ techniques, etc.

🞂 *Teaching History by combining teacher assessment with cross-assessment and self-assessment*

For *History 11*, "teachers need to focus on assessing learning outcomes according to lesson objectives throughout the teaching process through a system of questions and exercises (classroom assessment). Focus on developing students' self-assessment and cross assessment skills with many forms such as following sample solutions/ answers sheet, following instructions or self-defining items to be able to criticize, find causes and define how to correct errors" [9, p. 27].

In active teaching, self-assessment acts a very important role. Based on the assessment criteria, students can determine their grades, actively review their learning progress and outcomes to adjust their learning styles, to make plans improving their learning outcomes. In addition, teachers organize students to evaluate each other based on specific criteria to compare learning outcomes and self-regulate the learning process of individuals.

2.4. Active teaching methods in *History 11*

The active teaching method of *History 11* is not a specific teaching method but a convenient way of teaching methods that promote activeness in students' cognitive activities. Explore studies on active teaching History in the world and Vietnam shows the richness and diversity of active teaching methods and techniques applied to teaching this subject. Based on the characteristics of *History 11*, the article proposes some active teaching methods to train students' ability to apply historical knowledge as follows:

2.4.1. Group work

Group work is the active teaching method that emphasizes the subject's role of students in learning activities through organizing for students to complete tasks or situations in limited time in the form of group activities (in pairs, groups).

The core of the group teaching method is the collaborative learning activity between students during investigating, researching, and solving the course's tasks or situations. Collaborative activities in groups contain a positive interdependence so that the responsibility of each student and the interaction between students in the group and the learning groups in general would be enhanced. By participating in cooperative learning, students simultaneously develop many skills necessary for learning such as active listening, questioning, critical thinking, persuasion, problem-solving, assessment and self-assessment etc.

Teachers apply for group work in case the course's task or situation is relatively tough or challenging (associated with higher cognitive levels such as applying in new situations, analyzing, evaluating, or creating), which is necessary to mobilize the wisdom and experience of several students. Group work will be boring and a waste of time if the course's task or situation is simple and easy to complete with sole students' ability. To solve cognitively challenging tasks or situations quickly and effectively, students should exchange ideas and

discuss to detect problems, propose, and determine the most optimal solution to solve those problems. Results of group activities should be the intellectual product of all members.

Based on learning outcomes and contents, teachers design tasks or situations that are relatively tough or challenging. Completing these tasks or situations helps students deeply comprehend knowledge from lessons, chapters, or textbooks. The group teaching method is carried out according to the following process [10, pp. 137 - 138]:
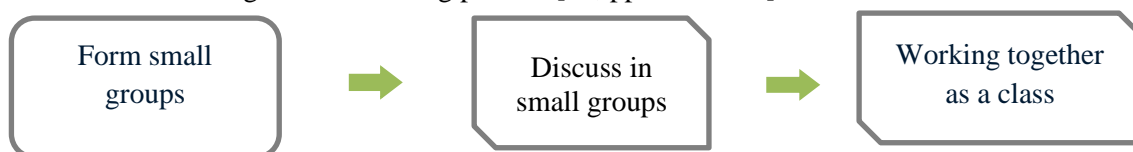
| Form small groups | → | Discuss in small groups | → | Working together as a class |

Figure 1. The process of organizing cooperative teaching (Tran Thi Huong, 2017)

Thus, applying group work in teaching *History 11* creates opportunities for students to actively seek, discover, and construct new knowledge in a collaborative academic environment and relate the knowledge of the lesson to the interpretation of the real-life problems.

2.4.2. Role-playing

Role-playing is the active teaching method in which learners perform simulated action situations (according to roles) on a topic associated with reality, often as a game, in which real-life situations, problems or conflicts are expressed [11, p. 142]. Applying role-playing teaching helps students practice the ability to apply knowledge and skills of the lesson to solve specific situations in meaningful contexts.

Teachers organize the role-playing for students to re-create the causes, developments, and results of a struggle in history according to the following process:
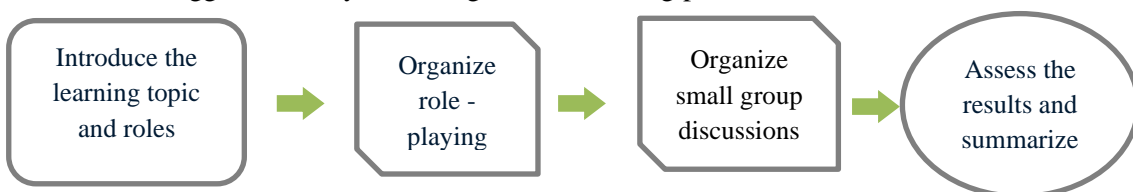
| Introduce the learning topic and roles | → | Organize role - playing | → | Organize small group discussions | → | Assess the results and summarize |

Figure 2. The process of organizing role-playing

Example: Applying role-playing in teaching the lesson "The Vietnamese people's patriotic movement against the French in the late 19th century" (*History 11* textbook).

After finishing the lesson, students will be able to present the development stages and the meaning of the Can Vuong movement. To achieve the learning outcomes, role-playing in teaching *History 11* should some specific steps:

Step 1: Introduce the learning topic and roles

- The teacher introduces the topic: "Playing the role of King Ham Nghi and the leaders of the uprisings to recreate the development stages of the Can Vuong movement".

- The teacher randomly selects five students, in which a student should play the role of King Ham Nghi, the remaining students play the role of some leaders of the uprising including Mai Xuan Thuong, Tong Duy Tan, Phan Dinh Phung, Ta Hien, Nguyen Thien Thuat.

Step 2: Organize role-playing

- The teacher assigns a time for a selected group of students to prepare to recreate the development stages of the Can Vuong movement (20 minutes).

- Students perform role-play: Students in charge of the role of King Ham Nghi compose the document Can Vuong, the leader of the uprisings, presenting the progress of the uprisings.

Step 3: Organize small group discussions

After students complete the role-playing, the teacher organizes for students to discuss in groups the development stages and the meaning of the Can Vuong movement associated with the roles. Representatives of the groups present the discussion's result.

Step 4: Assess the results and summarize

The teacher assesses the results of role-playing and group discussion; corrects misconceptions and emphasizes important notes. The teacher summarizes the lesson's content and takes notes of knowledge that is easily misunderstood

Thus, the role-playing in teaching *History 11* makes students interested in learning about the content of the lesson, expanding knowledge not being found in textbooks. Role-playing also helps students deepen their learning through personal language transmission of content in textbooks and materials. When using role-playing in teaching *History 11*, teachers should encourage students to dress up as historical figures but should not be too picky or luxurious in role-playing instead of focusing on the core value of the lesson and the message to be transmitted through the role. In addition, teachers also need to encourage the participation of many students, create high interaction between the role-playing group and the group of students who are watching the role-play. At the end of the role-playing, the teacher should summarize the lesson and evaluate the performance of the role-playing group in an objective, positive and scientific manner.

2.4.3. Learning games

Learning games are a way to conduct teaching activities based on games to activate the learning mind, stimulate active learning and knowledge discovery. Nguyen Thi Bich Hong (2014) identified three levels of using games in teaching including [12, pp. 174 - 175]:

- Level 1 - using games before learning: Teachers organize for learners to play to create classroom atmosphere and excitement for learners before learning.

- Level 2 - using games as a form of learning: Teachers organize games for learners to receive content in a lively and exciting way.

- Level 3 – using games as a learning content: Teachers organize play for learners to experience situations during play, from which learners would discover the learning content on their own.

These three levels of using learning games correspond with three types of games in teaching: warm-up games, learning stimulating games and knowledge discovery games [12, p. 175].

Learning games *History 11* stimulates students to actively explore the knowledge of the lesson and create a positive learning environment. Some games that can be used in teaching *History 11* are quick-hands, fill-in-the-blanks, teammate-guessing, secret-crosswords, follow-the-history, guess-who, democratic- flower-picking, puzzle-solving, history-decoding etc. The method of using games in teaching *History 11* is organized as follows:
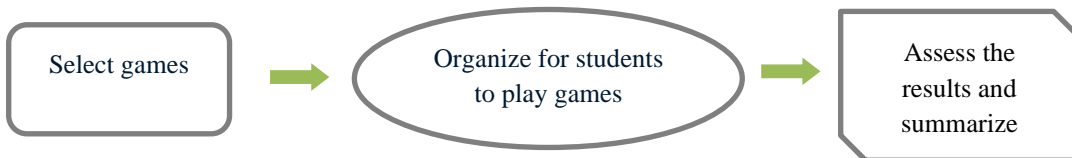

Figure 3. The process of organizing the method of using games in teaching

Example: Applying learning games in teaching the lesson "Review the history of the modern world" (*History 11* textbook).

Step 1: Game selection

To help students systematize their knowledge of modern world history, teachers choose a

game of teammate-guessing. The game's rule is as follows: The teacher chooses two students to play the game in one turn: The teacher gives student A 10 clues to interpret knowledge of the modern world history. Student A should make suggestions to interpret that knowledge; Student B should guess the keyword that corresponds to the interpreted information. In the assigned time, student B correctly guesses 6/10 keywords corresponding to the hint will be the winner.

During the game, students need to follow the following rules of the game: Students A and B stand with their backs to each other, student A stands facing the chalkboard and gives clues to interpret the knowledge of the modern world history (prepared in advance), student B stands with his back to the chalkboard and gives the relevant the keywords corresponding to the clue. Student A does not speak the keywords in English or repeat words or use keywords in clues.

Table 1. Keywords and suggestions for keyword interpretation related to knowledge
of Modern World History (History 11)

Interpretation of keywords Student B	Keywords Student A
A secret political organization was founded in 1879 by several patriotic intellectuals and officers in Egypt, led by Colonel Ahmad Arabi. This organization proposes bourgeois reforms [13, p. 28].	Young Egypt
The doctrine of Sun Yat-sen clearly states "Nationalism, democracy, welfare" [13, p. 15].	Three principles of People
The bourgeois-democratic revolution had overthrown the Manchu dynasty, ended the long-standing absolutist monarchy in China, paving the way for capitalism to develop, and had a certain influence on the national liberation struggle in some Asian countries [13, p.17].	Tan Hoi revolution
Wanting to monopolize the rich territory of Latin America, in 1823, the United States introduced the doctrine: "America of Americans" [17, p. 30].	Monroe doctrine
The time when Russian people rose to make a socialist revolution - called the October Revolution (according to the Russian calendar) under the leadership of Lenin and the Bolshevik Party [13, p. 35].	November - 1917
The time when the Crown Prince of Austria-Hungary was assassinated by a Serbian in Bosnia. The German and Austrian militarists took advantage of that opportunity to begin the first World War (1914 - 1918) [13, p. 32].	26th - June - 1914
The time when Germany signed the unconditional surrender agreement. World War I ended with the complete defeat of the league of Germany and Austria-Hungary [13, p. 35].	11- 11 - 1918
The great culturalist of India has composed works that transmitted patriotism, love of peace, and deep humanitarian spirit [13, p. 39].	Rabindranath Tagore
The author represents the fighting spirit and belief in the victory of the struggle for national independence and social progress of the Cuban people as well as the Latin American region [13, p. 40].	José Martí
Revolutionary platform for the struggle against capitalism, building communism and opening a new era for scientific development (both natural sciences and social sciences - humanities) [13, p. 43].	Marxism-Leninism

Step 2: **Organize for students to play games**

The teacher organizes a game of teammates-guessing during class time: 1) Introduce the game, 2) Explain how-to-play, 3) Disseminate the rules of the game. Students play the game according to the teacher's direction.

Step 3: **Assess the results and summarize**

The teacher gives feedback and evaluates the results of the game. The results of the game with the summation of knowledge about Modern World History is linked closely by the teachers. Students take notes and systematize knowledge.

Learning games in teaching *History 11* creates a vibrant learning atmosphere that stimulates the positive perception of historical events, characters, and processes based on historical perception and thinking through "study to play, play to learn". The selection of games should ensure the implementation of the lesson objectives, by the learning content and cognitive characteristics of students as well as the conditions of the game. Using games in teaching *History 11* is not simply for entertainment but to stimulate students to deeply comprehend historical knowledge, thereby applying historical knowledge and explaining practical problems of reality.

2.4.4. Problem-based learning

Problem-based learning (PBL) is the active teaching method in which teachers create problem-based learning situations, then orient, organize, and guide students to be self-reliant and independent in solving those situations. Through which students acquire knowledge and new ways of acting, form and develop higher-order thinking abilities (problem-solving and creative thinking). PBL is carried out through Socratic dialogue, class discussion, role play, brainstorming, mind map etc. and by various forms of teaching organization: individual, group or whole class.

PBL is dialectical materialist philosophy and cognitive learning theory. Dialectical materialist philosophy conceives that conflict and conflict resolution are the driving force of development, on the other hand, cognitive learning theory affirms that problem solving plays an important role in the development of human thinking and perception because thinking only begins when a problematic situation arises. To develop cognitive capacity for students, teachers need to build learning situations containing conflicts between cognitive tasks (new knowledge) and experiences (existing knowledge) then orient, organize and guide students to find ways to solve problems independently and self-reliantly. Therefore, PBL is carried out through the organization of solving problematic situations in learning. Problematic situations are situations that create an objective conflict between cognitive tasks and learners' abilities, affecting the students' activeness and independent thinking through inquiry, research, analysis, compare, evaluate and creation. Students will acquire new knowledge and ways of acting through the effective resolution of problem situations.

When solving problem situations in life, individuals often use steps in the general structure of the problem-solving process, including identifying the problem, proposing a solution to the problem, implementing the solution, assessment and correction. Based on the general structure of the problem-solving process, the article identifies the process of organizing PBL as follows:
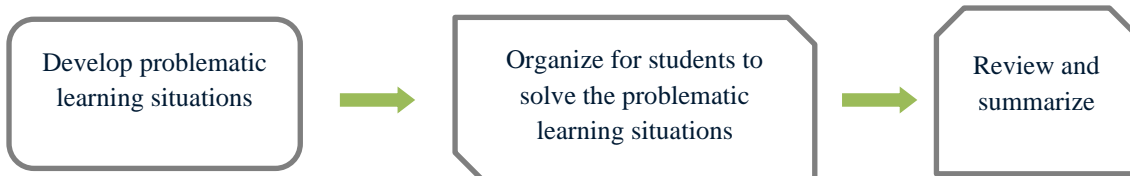
| Develop problematic learning situations | → | Organize for students to solve the problematic learning situations | → | Review and summarize |

Figure 4. The process of organizing problem presenting and solving a teaching method

Example: Applying Problem-Based Learning in teaching the lesson "Vietnam in the years of the first World War (1914 - 1918)" (*History 11*).

After completing this lesson, students will be able to explain the impact of the colonial exploitation policy of the French during the First World War on the Vietnamese economy and social classes. To help students achieve learning outcomes, students are required to take part in a mini-learning project in two weeks. The products of the projects could be a report, a poster, a theatrical play, and so on. The process of organizing Project-Based Learning in this lesson is explained in more detail as follows:

Step 1: **Create a problematic situation**

The teacher creates a problem situation derived from historical data related to economic fluctuations and the situation of social division in Vietnam due to the impact of the colonial exploitation policy of the French colonialists during the World War I: "When the first World War broke out, the Governor-General of Indochina declared: 'The main task of Indochina is to provide the mother country with the maximum amount of human, material and financial resources. Therefore, the Vietnamese people have to pay a lot of taxes, have their land appropriated, be taken as soldiers or laborers, etc. So how did the colonial exploitation policy of the French colonialists during the World War I affect the Vietnamese economy and social classes? [13, p. 146 - 148]. Identify and explain the effects of the colonial exploitation policy of the French colonialists during the war on the Vietnamese economy and social classes.

Step 2: **Organize for students to solve the problematic learning situations**

The teacher divides the class into groups (4 to 6 students) to find the answer to the given question. Groups discuss the effects of the French colonial exploitation policy during the World War I on the Vietnamese economy and social classes. The groups propose the effects of the French colonial exploitation policy during the World War I on the Vietnamese economy and social classes and sought evidences of those effects. Representatives of the groups present the results of the discussion; other students in the class make comments and supplements.

Step 3: **Review and summarize**

Does not the teacher comments on the problem-solving results of each group and summarize and makes conclusions about the effects of the French colonial exploitation policy during the World War I on Vietnamese economy and social classes. Students take notes of new knowledge.

Applying Problem-Based Learning in teaching *History 11* stimulates students to acquire knowledge and new ways of acting through independence, self-reliance in detecting and solving problem situations. This teaching method highly promotes students' activeness, self-discipline, independence, and creativity in learning. Through the process of discovering and solving problems, students not only actively acquire new knowledge and ways of acting firmly, but also practice and develop higher-order thinking abilities and ability to apply historical knowledge to explain real-life problems.

Thus, in order to practice the ability to apply historical knowledge in practice, teachers use a combination of several teaching methods to stimulate students to learn activities such as group teaching method, role-playing method, methods of using games in teaching, problem presenting and solving method.

2.5. Results of training the competence of applying historical knowledge and skills for students through using active teaching methods *History 11* at Tam Phu High School, Thu Duc City

The competence of applying historical knowledge and skills is an ability to apply historical knowledge and skills to explain real-life problems, self-study historical issues, access, and

process information from different sources, have the sense and capacity for life-long historical self-study [14, p. 1]. To measure students' competence of applying historical knowledge and skills, the paper designs a rubric with clear criteria and specific points.

Table 2. Rubric for students' competence of applying historical knowledge and skills

No	Criteria	Expression levels					Point
		Weak (0 – <3.5 point)	*Below average (3.5 – < 5 point)*	*Average (5 – <6.5 point)*	*Good (6.5 – <8 point)*	*Very good (8 – 10 points)*	
1	Identify the problem and knowledge related to the problem	Unable to identify historical knowledge related to practical issues	Identify at least a quarter of historical knowledge related to practical problems	Identify at least a half of historical knowledge related to practical problems	Correct identification of historical knowledge related to practical problems	Quickly, accurately, and fully determine historical knowledge related to practical problems	A1
2	Lessons learned from history	Unable to identify lessons from historical events	Identify at least a quarter of lessons from historical events right	Identify at least a half of lessons from historical events right	Identify lessons from historical events right	Identify lessons from historical events right, quickly, and accurately	A2
3	Apply historical knowledge to solve practical problems	Unable to apply historical knowledge to solve practical problems	Apply historical knowledge to solve a few simple practical problems	Apply historical knowledge to solve some practical problems	May apply historical knowledge to solve most practical problems	Quickly and effectively apply historical knowledge to solve practical problems	A3
Total possible score: A = 10 x 2 = 20 Actual total score: B = A1 + A2 Actual score achieved: C = B/A							

In the second semester, the school year 2020 - 2021, the research team applied active teaching methods in teaching *History 11* to train 38 students of class 11A12 from Tam Phu High School, Thu Duc city to apply historical knowledge in practice. In each lesson, students work in groups, perform learning games, and role-play to solve learning tasks or problems that link historical knowledge with real life. Solving these learning tasks helps students learn to identify problems and their related knowledge, derive historical lessons, or apply historical knowledge to explain their problems in practice.

To demonstrate the change in the ability to apply historical knowledge into the practice of 38 students of class 11A12, the article analyzes the results of the ability to apply historical knowledge of the lesson "Vietnamese society in the first colonial exploitation of French colonialists" to explain the positive and negative impacts of the first colonial exploitation of the French colonialists on the socio-economic development of Viet Nam nowadays.

Statistical results show that students with good scores (6.5 - <8 points) and very good scores (8-10 points) accounted for a very high percentage, up to 87% (33/38 students. There were no students with weak score (0 - < 3.5 points) and below-average score (3.5 - < 5 points).

Table 3. Level of achievement of students' competence
of applying historical knowledge and skills

Class	Numbers of student	Weak		Below average		Average		Good		Very good	
		Amount	*Ratio*	*Amount*	*Ratio*	*Amount*	*Ratio*	*Amount*	*Ratio*	*Amount*	*Ratio*
11A 12	38	0	0%	0	0%	5	13%	19	50%	14	37%

During solving learning tasks, students quickly, accurately, and fully identify historical knowledge related to the first French colonial exploitation in Vietnam. Students quickly and effectively apply historical knowledge to explain the positive and negative impacts of this exploitation on the socio-economic situation in Vietnam nowadays. The results explaining the positive and negative impacts of the first colonial exploitation of the French colonialists on Vietnam's socio-economy nowadays were presented by students in different forms: presentation, paintings, dramas, posters, or figures to describe the areas where France carried out its first political, economic and cultural exploitation in Vietnam. Through learning products, students may explain the positive effects of the first colonial exploitation of the French colonialists on the railway system, Hanoi Railway Station, Saigon port, Hai Phong port, and unique and valuable architectural works such as Notre Dame Cathedral, Hanoi Opera House, etc. In addition, the problems of polluted environment, mineral depletion, imbalance in industrial production structure (lack of heavy industry) were explained by students as negative impacts of French colonial exploitation directly affects our country's socio-economy nowadays.
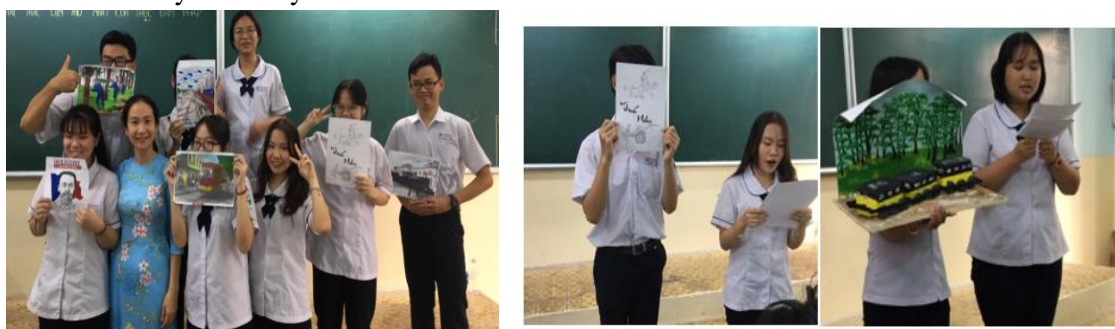

Figure 5. Students at Tam Phu High School present products of the positive
and negative impacts of the first colonial exploitation of the French colonialists
on the Socio-economic of Vietnam

3. Conclusions

In the trend of innovating teaching methods to promote the active and positive learning of students, active teaching of *History 11* is the teaching perspective that encourages students to participate in active learning tasks to self-create new knowledge, practice, and develop specific competencies, especially the ability to apply historical knowledge to real life. Applying active teaching methods in teaching *History 11* at Tam Phu High School, Thu Duc city indicates that students are able apply acquired historical knowledge and skills in explaining real-life problems.

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