



**DEVELOPING AWARENESS NEEDS FOR STUDENTS IN UNIVERSITIES IN THE
PROCESS OF IMPLEMENTING THE "LEARNING CITIZEN" MODEL IN THE
CONTEXT OF GLOBALIZATION**

**DESENVOLVENDO NECESSIDADES DE CONSCIENTIZAÇÃO DOS ESTUDANTES
DAS UNIVERSIDADES NO PROCESSO DE IMPLEMENTAÇÃO DO MODELO
"APRENDIZAGEM CIDADÃ" NO CONTEXTO DE GLOBALIZAÇÃO**

**DESARROLLAR LAS NECESIDADES DE SENSIBILIZACIÓN DE LOS
ESTUDIANTES DE LAS UNIVERSIDADES EN EL PROCESO DE
IMPLEMENTACIÓN DEL MODELO "APRENDER CIUDADANO" EN EL
CONTEXTO DE LA GLOBALIZACIÓN**

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ABSTRACT: The university is a specialized center in education and human resource development, so it is necessary to create conditions for students to become regular learners, lifelong learners by developing their needs and motivations for learning and obtaining knowledge and skills for self-study. Developing awareness needs and forming self-study skills for students in universities is one of the most important conditions to contribute to building and deploying the "learning citizen" model. On the basis of practical assessment, consultation with experts, and study of guiding documents of the State, this study focuses on clarifying the need to develop cognitive needs for students in the field of education in universities to deploy and build a model of "learning citizen" in the context of globalization, that is formation, development of motivation, learning needs, individual cognitive needs, skills self-study, etc. From there, recommend solutions to develop this model in the future.

KEYWORDS: Awareness development. Student. Learning citizen. Universities. Globalization.

RESUMO: A universidade é um centro especializado em educação e desenvolvimento de recursos humanos, por isso é necessário criar condições para que os alunos se tornem estudantes regulares, aprendizes ao longo da vida, desenvolvendo suas necessidades e motivações para aprender e obter conhecimentos e habilidades para o auto-estudo. Desenvolver necessidades de conscientização e formar habilidades de auto-estudo para estudantes em universidades é uma das mais condições importantes para contribuir para a construção e implantação do modelo "aprendizado cidadão". Com base na avaliação prática, na consulta a especialistas e no estudo de documentos orientadores do Estado, este estudo visa esclarecer a necessidade de desenvolver as necessidades cognitivas dos alunos no domínio da educação nas universidades a implantar e construir um modelo de "aprendizagem cidadã" no contexto da globalização, ou seja, formação, desenvolvimento de motivação, necessidades de aprendizagem, necessidades cognitivas individuais, autoestudo

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de habilidades, etc. A partir daí, recomendar soluções para desenvolver esse modelo em o futuro.

PALAVRAS-CHAVE: Desenvolvimento da consciência. Aluna. Cidadão que aprende. Universidades. Globalização.

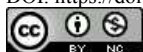
RESUMEN: La universidad es un centro especializado en educación y desarrollo de recursos humanos, por lo que es necesario crear las condiciones para que los estudiantes se conviertan en aprendices regulares, aprendices de por vida mediante el desarrollo de sus necesidades y motivaciones para el aprendizaje. conocimientos y habilidades para el autoaprendizaje. Desarrollar las necesidades de sensibilización y formación de habilidades de autoaprendizaje de los estudiantes universitarios es una de las condiciones importantes para contribuir a la construcción y despliegue del modelo de "aprendizaje ciudadano". Sobre la base de la evaluación práctica, la consulta con expertos y el estudio de los documentos rectores del Estado, este estudio se centra en aclarar la necesidad de desarrollar las necesidades cognitivas de los estudiantes en el campo de la educación. universidades para desplegar y construir un modelo de "aprendizaje ciudadano" en el contexto de la globalización, es decir formación, desarrollo de la motivación, necesidades de aprendizaje, necesidades cognitivas individuales, autoaprendizaje de competencias, etc. A partir de ahí, recomendar soluciones para desarrollar este modelo en el futuro.

PALABRAS-CLAVE: Desarrollo de la conciencia. Estudiante. Ciudadano aprendiendo. Universidades. Globalización.

Introduction

Currently, globalization is an objective trend, attracting countries, covering most fields, promoting cooperation, increasing competitive pressure and interdependence among many countries. The globalization process has five main advantages: creating the possibility of developing and popularizing information technology and telecommunications facilities; forming a knowledge-based economy, with a clear distinction between the role of knowledge in production today compared to the past; creating conditions for wide cultural and ideological exchanges, bringing people closer together; promote economic development, trade and make it possible to enforce objective economic laws in a large global space; offers the possibility of solving some of the common problems facing economic globalization and social development (DAO, 2015).

In the process of global integration and competition of the Vietnamese people, perhaps the first and most powerful thing we need to integrate is knowledge. And in that knowledge integration, the field that needs to be integrated first and most drastically is the education field (DONG, 2005).





Practice shows that to have a new, prosperous and civilized Vietnam, there must be new Vietnamese people, who are nourished with soul, intellectually enlightened, and trained, with good physicality. This can only be achieved when we have a new education, that integrates and competes with the world. To achieve this goal, we must be based on many factors; one of the indispensable factors is to have new thinking, new vision, new knowledge for education, specifically for the five most important subjects of education, that are: the state, the school, the teacher, the family, and the learner. To achieve it, it is necessary to build a model of "learning citizenship" that contributes to the construction of modern society. This is not a responsibility of the education sector exclusively, but a responsibility of the whole people, of the whole society. However, human resources, including the force involved in social labor and the modernization of the concept of behavior for people, cannot be imposed, but must be achieved through two main paths: activity and education. Therefore, here we will mainly refer to the way through school education, in which schools must pay attention to developing learners' cognitive needs - a specific spiritual need in humans. To meet the requirements of industrialization and modernization in the context of globalization, it is necessary to have a highly developed human resource, always innovating, updating high technology, having a new lifestyle: dynamic, adaptable, and creative (DAO, 2015; LUONG; VAN, 2021). These things can only be done in a society in which all citizens are always provided with conditions for regular and continuous study to constantly improve their professional qualifications and the ability to integrate into the growing society. civilized, modern. Thus, learning is a new feature of modern society. Learning citizenship is an inevitable development trend as a result of the rapid development of science and technology, the trend of globalization and the transition from the industrial economy to the knowledge economy. Today, every country in the world has been building and implementing a "learning citizen" model, and in our country, building and implementing this conception should be considered a task strategy.

Higher education plays an important role in human resource development in professional fields for adult citizens (CHAMBAULT, 2012). The development of awareness needs for university students is one of the factors promoting self-education and self-improvement capacity for students and spreading to other objects in the online network of professional fields, contributing to the building and implementation of the "learning citizen" model in the period of globalization.



Literature review

Conclusion 49-KL/TW of the Secretariat on continuing to implement Directive 11-CT/TW of the Politburo (term X) on strengthening the Party's leadership in study promotion, talent promotion, building a learning society clearly states "Striving for each party organization, cadre, party member and family of cadre and party member to become a learning unit, a learning citizen and a learning family, as the core in the building learning models among the people". Directive 14/CT-TTg, Decision 489/QD-TTg of the Prime Minister requesting a comprehensive and synchronous implementation of solutions to effectively implement Conclusion 49/KL-TW on strengthening leadership for the work of study promotion, talent promotion, building a learning society, demonstrating the guiding views and strategic goals on building a learning society in the digital age.

On April 8, 2020, the Prime Minister issued Decision No. 489/QD-TTg promulgating the Implementation Plan Conclusion No. 49-KL/TW dated May 10, 2019, of the Secretariat on continuing to implement Directive No. 11-CT/TW dated April 13, 2007, of the Politburo (term X) on strengthening the leadership of the Party in study promotion, talent promotion, building a learning society from 2021 through 2030. Thus, by the end of 2020, the cause of building a learning society in our country has undergone 15 years, divided into two phases, including phase I (2005 - 2010) according to Decision No. 112 /2005 /QD-TTg dated May 18, 2005, of the Prime Minister approving the Project "Building a learning society for the period 2005 - 2010"; Phase II (2012 - 2020) according to Decision No. 489/QD-TTg dated January 9, 2013, of the Prime Minister.

Building a learning society is a development trend of modern education, a trend of educational innovation in many countries around the world. In the learning society, the requirements of human education and training are: each citizen has the rights and obligations of lifelong learning to become a learning citizen (CDHT); Through lifelong learning, people will develop the necessary competencies for society to empower in predicting and responding to societal changes, and overcoming the threats posed by environmental damage, and also create and confront economic challenges. Education in a learning society must help each citizen acquire the core competencies that the 21st century requires of people.

Depending on its educational strategic goals, each country often defines core competencies from its point of view. Comparing the choices of the United States, Japan, Finland, Singapore, Canada, countries in the European Union and in the Organization for Economic Cooperation and Development (OECD) shows that, the number and type of core



competencies are not the same, but basic skills and desirable qualities as indicators can overlap. Most of the following skills are of interest to countries: self-study skills, lifelong learning; skills in using foreign languages at work and in communication; skills in using information technology; skills to cooperate, share with colleagues, respect people, and cultures of others.

Currently, universities around the world as well as in the country are implementing many training programs aimed at developing the skills needed for the creation of core competencies, such as Harvard University, Stanford (USA), Mannheim University, Aachen (Germany), Monash University (Australia), etc. In Vietnam, there are Ton Duc Thang University, Thang Long University, Banking Academy, Viettel Academy, FPT University, etc. which focuses on building very basic skills, such as self-study skills, presentation skills, creative thinking skills, critical thinking skills, personal development skills personal and career, creative and risky skills and so on.

The search for a learning citizen model suitable to Vietnam's socio-economic conditions and production level must first be based on President Ho Chi Minh's perspective on human training with his famous philosophy: "Learning is never the end" (MINH, 2011, p. 61). Therefore, the path of human education must ensure the harmonious development of capacity and virtue - talent, these are the two basic indispensable elements of the citizen's personality.

As above-mentioned, there are now many universities involved in the process of citizenship learning; especially in the global floral context; when the requirements of high-quality human resources are put on top. The requirement is that universities must constantly innovate, improve teaching quality, cooperate internationally, and create a favorable environment to successfully build a "learning citizen" model.





Results and discussion

The impact of globalization on higher education

Never before in Vietnam the society had discussions about education as lively and widespread as today. It is not by the will of the Ministry of Education and Training but by the requirements of life itself. Vietnam has joined the WTO and the country's economy has moved to the market economy stage (HOA, 2017). But education in society's transition to a market economy, and more broadly in the context of globalization, is raising many hotly contested issues. In Vietnam, globalization is associated with three factors:

The first was the collapse of the socialist system in Eastern Europe that led to the end of the Cold War. This process has erased the boundaries of ideological globalization or localized globalization (i.e., the "flattening" within the socialist system), helping Vietnam to open up and integrate with the rest of the world and also the most rapidly developing part of modern history.

The second is the elimination of the centralized and subsidized economy and the transition to a market economy, the most obvious result being the accession to the World Trade Organization.

The third is the influence of Information Technology development.

These three factors in different degrees have contributed to "flattening" the world, creating the process of globalization. Thus, for Vietnam, globalization is not forced or imposed, but an opportunity and is inevitable (KLAUS, 2016). In that context, questioning globalization and education is not entirely negative. Globalization, the market economy, information technology, or any phenomenon of life have two sides. The main thing is in the ratio of those two aspects as well as human exploitation and use.

Globalization brings many benefits to Vietnamese education. First of all, it puts Vietnamese education in the general picture of education in other countries in the world (ANEALKA, 2020), so that Vietnamese education can realize where they are standing, or where they are not. For a long time in a closed society, we are easy to be content with ourselves, "my mother sings, I praise well".

The introduction of experiences from developed education systems not only serves as an example but also creates the necessary "push" to break old and outdated stereotypes, from educational philosophy to curriculum content, teaching methods, school organization, etc. These advanced experiences will contribute to modernizing Vietnamese education, connecting it with education systems around the globe, expanding visions and value ladders





beyond national borders, towards common, universal standards, thereby training people who are not restricted to local thinking but know how to think globally, with a democratic spirit; people that can cooperate and can work in an international environment.

Globalization has brought into Vietnam an attractive picture of advanced education. That picture appealed to education managers, making them see the need to change Vietnamese education quickly, changing everything at once. However, that goodwill only will give birth to the motto "take a shortcut" in the style of "go straight to socialism without capitalism" which was once popular between Vietnamese thinking leaders of the socialist countries and left serious consequences (HOA, 2017). Many current policies on education massively such as 20,000 PhDs, university classification, credit-based training, and tuition increases in general education reflect the mentality of wanting to "leap forward", wanting to imitate advanced countries, wanting to quickly implement the concept of viewing education as a service and market activity, forgetting that higher education in those countries has developed hundreds of years before us, that the basic materials of schools in our country is still extremely poor, and that the teacher's salary is not enough to eat (TRUNG; VAN, 2020).

If we want to build large, world-class universities, we must start by building each subject, each department and do it gradually, rather than rushing to enter fully completed a few national universities and then sometime later for the schools to separate.

Recently, the country watched the upgrading of a series of colleges to universities, and even some intermediate faculties became university faculties; also, many people who were teaching in intermediate schools and colleges suddenly became university lecturers, which has revealed a short-sighted view of higher education, showing a willful, hasty, and negligent way of doing things that we will surely pay the price for a long time.

The awareness needs of students

The cognitive need is the need for knowledge, for understanding and for information related to human existence and development. The satisfaction of these needs has great significance for personal and social life. There is much evidence that the need for awareness is an indispensable condition for the existence of human beings themselves. Psychological studies show that (SON *et al.*, 2017), cognitive needs in humans appear very early, right from a very young age when the child is actively exploring the world around him. However, children are limited by the slow development of techniques for regulating their actions.

Therefore, children need help to be able to adapt and survive in the environment around them (PHU, 2005; SON *et al.*, 2017).

Thus, cognitive needs are people's requirements for learning and acquiring new things, which are not yet in their personal experience, that they need to be satisfied to develop. Cognitive needs are reflected in consciousness in the form of feelings of lack of information. The objects of cognitive needs are new, unprecedented experiences, knowledge, skills, and techniques in the personal experience system. These objects are reflected in consciousness, becoming cognitive engines. In that condition, cognitive motivation is understood as the object content of the cognitive need, that is, in terms of knowledge content, technical skills are conscious of the subject, it has the effect of promoting the activities of the person; the subject becomes the cognitive engine (HANG; VAN, 2020).

Cognitive needs are closely related to learning needs. In the broadest sense, learning is learning and practicing to understand, to acquire skills. From a psychological perspective, learning is a characteristic of a person who is voluntarily controlled to acquire new knowledge, skills, techniques, new forms of behavior, etc. Learning emerges as an activity through the school method. Learning is a form of human cognitive activity. Both cognitive activities and learning activities are indispensable conditions for human development, enriching knowledge, skills, and techniques for people, and are the discovery of something that is objectively new to them (VAN, 2021). Although cognitive needs have richer object content than learning needs, if considered within the scope of learning activities, cognitive needs are needs for receiving active objects, kinematics (DAO; VALVE, 2020; VAN, 2021). Therefore, the object satisfying the cognitive need is also the object of the learning need. And so, now the cognitive need becomes the learning need. This is the result of the development of cognitive needs in the development process of human life.

University students are characterized by the ability to think deeply, high intellectual capacity, knowledge of the wide social environment. Students are very interested in developing new skills and behaviors, they want to experiment in all areas of life, and prepare to face society (DAO; VAN, 2020; TRUNG; VAN, 2020; TRUNG; VAN, 2020). This is a period with many strong changes in motivation and social value scale. Social maturity along with efforts, expectations for future careers shows that students' needs and ability to self-educate are enhanced. Therefore, the effectiveness of developing cognitive needs for students has good conditions to perform (TRUNG; VAN, 2020).



The role of universities in developing students' awareness and building a model of "learning citizen"

Currently, Vietnam is accelerating the process of industrialization and modernization in the context of globalization. The cause of modernization can only be successful when it is carried out by modernizing people. The concept of modern behavior is the key, the internal part of modernization, and at the same time the most difficult thing to form. Thus, in order to modernize the concept and behavior of people, it is necessary to first rely on the educational process. Researchers have identified 12 basic characteristics of modern people and grouped them into quality groups: the pursuit of change, respect for knowledge, confidence, and openness. These are considered as the criteria for evaluating modern humans. Among the 12 qualities given, there are specific qualities as Son *et al.* (2017) point out:

- Willing to absorb new experiences, new ideas, and new modes of behavior;
- Willingness to absorb social reforms and changes;
- Having an attitude of respecting different ways of thinking and seeing in all aspects;
- Respect knowledge, devote all the ability to acquire knowledge;
- Understanding of production and production process;
- Understanding and respecting each other.

In fact, the process of modernized industrial production itself can also foster modern human qualities. However, human resources in the fullest sense include people who are and will be participating in social labor. Therefore, human resource development is the task of education and training, in order to provide society with workers who satisfy the social requirements. Each citizen must determine that learning is a personal need of each person, becomes the reason for each person's life, brings moral and cultural meaning, not simply studying to earn a degree or get a job, to have a high incomee, etc. In terms of society, in a learning society, when each citizen has a need to learn and has a habit of studying, they will meet their learning needs with many different learning methods, different forms of learning, and more. Diverse and flexible learning.

Before the orientation of building and deploying a model of "learning citizenship" in the context of globalization, many Vietnamese universities have identified the development of cognitive needs for learners, thereby forming self-discipline skills. Learning for learners is an important job. In schools, self-study is closely related to the teaching process but has relative independence and personal nuances. Students' self-directed learning is one of the internal reasons for promoting effective learning activities.



In teaching, developing self-study skills pays a lot of attention to the formation and development of learning motivation for students so that they can actively occupy the object, educating positive attitudes towards learning, paying attention to the impact on learning methods to improve students' independent learning ability (HANG; VAN, 2020). Self-study skills prepare learners for lifelong learning, learning control, and practice. The school determines that developing cognitive needs and self-study skills will help each student to learn regularly, learn for life because they find it necessary to explore and they also enjoy when they master the knowledge they deem necessary. In the process of studying at school, with the help of lecturers, students can and should form for themselves a lifelong self-study capacity - which is the core towards building and implementing the model of "learning citizen".

In today's society, information technology develops rapidly and strongly with its increasing applications to help people to have more favorable learning and working conditions. Many universities in Vietnam have developed self-study capacity for students, considering self-study as a form of cognitive activity of individuals to master knowledge, skills, and attitudes conducted by learners themselves. Learners make their plans, choose the content of the learning objects themselves, and self-study can be carried out in class or outside the classroom. The self-study process of students is a direct factor determining the quality of education, a necessary condition to help them develop awareness, and satisfy the need to receive information anytime, anywhere. Therefore, the school determines that it is necessary to equip learners with basic study skills in a modern environment. These are skill groups such as:

- Learning cognitive skills;
- Learning management skills;
- Learning communication skills.

Learning cognitive skills help learners to be well aware of the learning content in the modules or even when they need to learn anything, anywhere. These skills include skills in searching and exploiting learning resources such as reading skills, listening skills, writing skills, skills in searching information online...; skills in processing and evaluating information such as critical skills, judgment, reasoning, information selection, detection, and problem-solving; skills to apply, develop cognitive and learning outcomes in different forms such as skills to apply learned knowledge to evaluate events in life, skills to transform knowledge into performance in jobs in life.





Learning management skills include skills in organizing individual learning environments; skills in planning learning activities; skills in testing, assessing the learning process and results, etc.

Academic communication skills include written presentation skills; behavioral skills, showing behavior when communicating with others; communication skills by using modern information technology and media for learning purposes such as participating in forums, exploiting healthy information on social networks, etc.

The developing cognitive needs associated with building learning motivation and forming self-study skills for students in universities is one of the conditions to contribute to building and deploying the model of "learning citizen"

Conclusion

Building and implementing a "learning citizen" model must make learning a need, an interest, and a value of each citizen, creating the right learning motivation of learners. The propagating and raising awareness for all people about the meaning of learning, of regular and lifelong learning for themselves, their families, the community, and society. However, it is not enough for each person to just stop at perception, but also to turn awareness into specific learning actions. The school system in general and universities, in particular, must develop for learner's cognitive needs, learners need to know methods and skills for self-study.

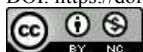
In an information explosion society, knowledge increases exponentially, each individual must know how to search, select, and absorb the necessary knowledge for themselves. Self-study capacity, self-research, and life skills, in general, must be accumulated in the learning process, not formed separately. What I want to emphasize here is that, in building and implementing the "learning citizen" model, the training of methods, self-study skills, and the development of cognitive needs for learners is a necessary condition.

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