

RESEARCHING HERITAGE IN THE EDUCATION OF TRADITIONAL CULTURE FOR UNIVERSITY STUDENTS IN VIETNAM: A CASE STUDY OF THE HISTORICAL RELIC OF THE CENTRAL SECTOR OF THE IMPERIAL CITADEL OF THANG LONG - HANOI¹

PESQUISANDO O PATRIMÔNIO NA EDUCAÇÃO DA CULTURA TRADICIONAL PARA ESTUDANTES UNIVERSITÁRIOS NO VIETNÃ: UM ESTUDO DE CASO DA RELÍQUIA HISTÓRICA DO SETOR CENTRAL DA CIDADELA IMPERIAL DE THANG LONG – HANOÍ

Nguyen Thi Thanh Loan*
ORCID 0009-0002-7347-0348

National University of Arts Education
Hanoi, Vietnam
thanhloanvht271980@gmail.com
*Corresponding author

Do Tran Phuong
ORCID 0009-0006-6811-3425

Faculty of Tourism
Hanoi University of Culture
Hanoi, Vietnam
Phuongdt@huc.edu.vn

Abstract. Vietnamese traditional culture, with a history spanning thousands of years, demonstrates unity in diversity, where the country's world cultural heritage sites are not only rich and unique but also embody numerous traditional cultural values. Especially, in 2010, the historical relic of the Central Sector of the Imperial Citadel of Thang Long - Hanoi was recognized by UNESCO as a World Cultural Heritage. This research employs qualitative and quantitative methods to study the actual role of heritage in traditional culture education for university students in Vietnam. The study aims to understand the content, form and role of heritage in influencing students' awareness, knowledge, behavior, appreciation of traditional values, as well as their sense of responsibility in preserving and promoting cultural values through Thang Long Imperial Citadel, a world cultural heritage today. The study affirms the role of the Historical Relic of the Central Sector of the Imperial Citadel of Thang Long - Hanoi in educating students about traditional culture and proposes solutions to enable students to actively promote the value of Vietnam's World Cultural Heritage within the international community.

Keywords: Education; cultural heritage; students; the Imperial Citadel of Thang Long – Hanoi; Vietnam.

Resumo. A cultura tradicional vietnamita, com uma história que abrange milhares de anos, demonstra unidade na diversidade, onde os locais de patrimônio cultural mundial do país não são apenas ricos e únicos, mas também incorporam vários valores culturais tradicionais. Especialmente, em 2010, a relíquia histórica do Setor Central da Cidadela Imperial de Thang Long - Hanói foi reconhecida pela UNESCO como Patrimônio Cultural Mundial. Esta pesquisa emprega métodos qualitativos e quantitativos para estudar o papel real do patrimônio na educação cultural tradicional para estudantes universitários no Vietnã. O estudo visa entender o conteúdo, a forma e o papel do patrimônio em influenciar a conscientização, o conhecimento, o comportamento e a apreciação dos valores tradicionais dos alunos, bem como seu senso de responsabilidade na preservação e promoção de valores culturais por meio da Cidadela Imperial de Thang Long, um patrimônio cultural mundial hoje. O estudo afirma o papel da Relíquia Histórica do Setor Central da Cidadela Imperial de Thang Long - Hanói na educação de alunos sobre a cultura tradicional e propõe soluções para permitir que os alunos promovam ativamente o valor do Patrimônio Cultural Mundial do Vietnã dentro da comunidade internacional.

Palavras-chave: Educação; patrimônio cultural; estudantes; a Cidadela Imperial de Thang Long – Hanói; Vietnã.

¹ This research is funded by the Vietnam Ministry of Education and Training under grant number B2023-GNT-02.



1. INTRODUCTION

According to Tran, Q.V (2009), Thang Long - Hanoi is a land of “talented people”, “a place where the soul of mountains and rivers has been settled for thousands of years”, “a place where the country’s history and culture converge and shine”. In the history of more than a thousand years of formation and development of Thang Long - Hanoi, associated with the construction and expansion of Thang Long Imperial Citadel, this massive architectural work was built by the dynasties in many historical periods and became the most important relic in the system of relics of Vietnam.

On July 31, 2010, at the 34th session of the UNESCO’s World Heritage Committee, a resolution was passed to recognize the Central Sector of the Imperial Citadel of Thang Long - Hanoi as a world cultural heritage. This recognition is an important turning point, marking the Thang Long Imperial Citadel as a particularly important cultural heritage site in the heritage system in Hanoi Capital. It is not only the honor and pride of Hanoi people in particular but also an invaluable asset to Vietnamese people in general; at the same time, it is a potential and strength for socio-economic and cultural development of the capital and the whole country.

Through this event, Vietnam has made its mark in the common home of the world cultural heritages, demonstrating our country’s commitment to preserving and promoting our unique cultural values, contributing to the diversity and richness of world cultural heritages. In order to sustainably preserve the historical relic of The Central Sector of the Imperial Citadel of Thang Long - Hanoi, and to spread this to all social classes, the long-term goal is the higher education environment.

The historical relic of The Central Sector of the Imperial Citadel of Thang Long - Hanoi has a cultural history of more than 13 centuries; the continuity of the heritage is a center of power and a lot of layers of diverse, rich, vivid relics and artifacts with many educational meanings for students about traditional culture today. “Several traditional cultural values that need to be taught to students in the context of international integration” have identified the core traditional cultural values of the Vietnamese people, including: “Firstly, ethical values occupy a prominent position. Secondly, patriotism is affirmed as the core value that guides other values. Thirdly, the common values of the Vietnamese people such as patriotism, solidarity, community awareness, compassion, tolerance, respect for morality, diligence, creativity in work, etc., are also mentioned and considered as precious traditional cultural values of our nation” (Nguyen, T.T.H, 2019).

After being recognized, the Thang Long Imperial Citadel has had many educational activities for the youth to preserve and promote the heritage values, especially for students. The goal is to educate students at universities to become cultural ambassadors, demonstrating the role of a subject with a young mindset to participate in building a message of preservation, promoting creative cultural values and adapting to modern conditions through experiential activities at cultural heritage sites, including the The Central Sector of the Imperial Citadel of Thang Long – Hanoi.

Therefore, it is necessary to understand the content, form and role of heritage that has influence on students’ awareness, knowledge, behavior, responsibility and consciousness in preserving and promoting cultural values through the Central Sector of the Imperial Citadel of Thang Long – Hanoi, a world cultural heritage today.

Thereby, solutions are proposed to educate students to have a sense of conservation, become a subject of promoting the value of Vietnam’s world cultural heritage in the international community. To achieve that goal, the study is conducted with the following research questions:

Question 1: What is the content and form of traditional culture education of The Central Sector of the Imperial Citadel of Thang Long - Hanoi for students?



Question 2: *What is the role of heritage in traditional culture education of The Central Sector of the Imperial Citadel of Thang Long - Hanoi for students?*

Question 3: *What are the solutions to effectively implement traditional culture education for students at The Central Sector of the Imperial Citadel of Thang Long - Hanoi at present?*

The study has carried on a survey of students at two educational institutions in Hanoi, including the National University of Arts Education, and Hanoi University of Culture. In addition, at the The Central Sector of the Imperial Citadel of Thang Long – Hanoi, a survey of Vietnamese students and international students studying at universities in Vietnam has been also conducted.

The research results are the basis for affirming the content, form, and role of heritage in educating traditional culture for students, thereby proposing solutions to effectively implement the role of heritage in educating traditional culture for students today.

2. LITERATURE REVIEW

The history of Vietnam over thousands of years has created a rich national identity, reflected in the system of tangible and intangible cultural heritage. According to UNESCO research, all world heritage is divided into three types: natural heritage, cultural heritage, and mixed heritage. Cultural heritage is a collection of physical artefacts or heritage symbols from the past passed down to each culture; therefore, it belongs to all humanity (Pedersen, 2002).

The Law on Cultural Heritage defines “Cultural heritage includes tangible and intangible cultural heritage, which are spiritual and material products with historical, cultural and scientific value, passed down from generation to generation in the Socialist Republic of Vietnam” (The National Assembly, 2010). Vietnam has 8 world heritages included by UNESCO in the List of World Heritage in Vietnam, including the The Central Sector of the Imperial Citadel of Thang Long - Hanoi.

According to Nguyen, V.C (2022), the world cultural heritage is the crystallization of quintessence and intelligence of Vietnamese people, so that today, the world recognizes those heritages, evaluates those values as “outstanding global values”. This is a cultural significance which is so special that it transcends national borders and can be of general importance to current and future generations of all humanity. In the region, there are many cultural centers that have developed brilliantly such as China, Japan, Thailand, etc.; however, Vietnamese traditional culture still affirms its own national characteristics, and is a great pride in the cultural traditions of our nation.

Today’s young generation has the right to be proud of that, not at all unconfident, because our country is not large in land, not crowded in population, but has a strongly developed culture spanning many consecutive centuries. An example is the Central Sector of the Imperial Citadel of Thang Long - Hanoi, which is the most important and best preserved part of the ancient Imperial Citadel of Thang Long, built by the Ly Dynasty in the 11th century, marking the independence of Dai Viet; it was the political center of the region for nearly 13 consecutive centuries.

Bui, H. T. and Lee, T. J. (2015) analyze the process of converting heritage resources into tourism products through the case of the Central Sector of the Thang Long Imperial Citadel, a UNESCO World Heritage Site located in the capital of Vietnam, Hanoi, providing an in-depth understanding of the diverse uses of heritage. In case the heritage has national importance and international significance, politicization has been prioritized and led to a reduction in the use of heritage for commercial purposes such as tourism.

According to the Thang Long - Hanoi Heritage Conservation Center (2014), in December 2002, experts excavated a total area of 19,000m² at the Ba Dinh Political Center, Hanoi city,

and discovered traces of the Thang Long Imperial Citadel in the historical process spanning 13 centuries with relics and cultural layers. According to Tran, V.A. (2020), “the best preserved underground architectural traces in Asia”, along with millions of valuable artifacts, have partly recreated the historical process spanning from the Northern colonial period under the domination of the Sui and Tang dynasties (7th to 9th centuries), throughout our dynasties such as Ly, Tran, Le, Mac and Nguyen (1010-1945); therefore, Thang Long Imperial Citadel was selected and honored as a World Cultural Heritage in 2010.

The Central Sector of the Imperial Citadel of Thang Long – Hanoi is associated with some relics of Thang Long Forbidden City such as Doan Mon, Kinh Thien Palace foundation, and also the relics of the 19th century Hanoi citadel such as Cua Bac, Ky Dai, architectural relics of the French army in the late 19th and early 20th centuries, and the relics of the Headquarters of the Vietnam People’s Army. Its historical value is the historical and archaeological relic representing the history of our nation, the political center of Dai Viet from 1010 to 1802, the Democratic Republic of Vietnam after 1945, and now the Socialist Republic of Vietnam.

The ancient citadel of Thang Long - Hanoi in feudal times, as the headquarters of the royal administration of the dynasties in the capital of Thang Long, became the symbol of the imperial capital of the nation. In all stages of national history, Thang Long - Hanoi, whose center and symbol is the Ancient Citadel, has always been a place where Vietnamese culture converges and shines to all regions of the country.

In spite of many changes, Thang Long - Hanoi Ancient Citadel still retains several important vestiges and also contains a lot of underground vestiges with special value (found in the archaeological excavation at No. 18 Hoang Dieu street), proving the development of the history of our capital and our nation in all aspects of politics, society, economy, culture, art, ...

The Hanoi People’s Committee and the Thang Long - Hanoi Heritage Conservation Center (2023) have compiled many articles authored by experts, researches, conference presentations, and papers published in specialized journals by a lot of scientists with the aim of disseminating heritage management, research on conservation and promotion of the value of the Central Sector of the Thang Long Imperial Citadel, as a premise for sustainable management of this heritage.

Although it has not mentioned much about the role of education, it also has the nature of promoting educational activities. Howard Peter (2002) comments that in the early 19th century, there were people who were passionate about and loved heritage and believed that preserving cultural heritage was beneficial to the public.

The author also raises the question of why conservation is necessary. And which object is the conservation for? Conservation work is to preserve as completely and intact as possible, to retain the maximum value of heritage, and from there, exploit and promote the values of heritage in life; therefore, it is extremely necessary, even decisive in bringing heritage into the contemporary life. Smith, L (2006) states that heritage represents identity through a cultural process including experience, memory and remembrance. Ashworth, G. (1994) mentions the triangulation between heritage, identity and tourism.

Moreover, studies on the role of heritage in traditional culture education for students have mentioned legal bases such as the Education Law and Law on Cultural Heritage. Many studies have mentioned the concepts and contents of these laws.

Firstly, the Education Law is the basic legal foundation regulating the content and methods of education in Vietnam. This law not only emphasizes equipping students with professional knowledge and life skills but also sets the goal of comprehensive education in ethics, personality, patriotism, love for people, and responsibility for protecting and promoting traditional cultural values.

Secondly, the Law on Cultural Heritage also plays an important role in protecting and promoting the traditional cultural values of Vietnam. This law specifically regulates

preservation and honoring of tangible and intangible cultural heritages. Traditional cultural education activities not only teach theory but also promote practical experiences through tours to learn about cultural heritage and participate in activities at heritage sites, helping students understand more deeply about our origin and national identity. In addition to the two laws mentioned above, there are many studies of interest such as the study by the author Nguyen (2019) who states that Heritage education is a necessary task to build a cultural foundation for the young generation.

Heritage education as well as creative programs by creative heritage education methods in recent times have brought about improvements to this challenging field. In addition to traditional education, heritage education is gradually becoming a trend in a lot of educational institutions to educate learners to preserve the beauty of their cultural values.

Le, T.T.H. (2021) emphasizes that with the current trend of globalization and achievements of the 4th Industrial Revolution, in order to protect and promote the value of national cultural heritage, it is extremely necessary to develop high-quality human resources for the Heritage sector. The author makes some proposals such as strengthening international cooperation in education and training for human resources in the cultural heritage sector, building a strategy for training high-quality human resources, building training programs and updating knowledge according to actual needs.

In this study, the subjects of education are students. According to author Le, C.T. (2014), students are the elite of the youth. In terms of academic qualifications, students are typical people who are being invested in and educated in the final stage of the training system. From a scientific point of view, we must admit that the outstanding feature of students is the period when their personality is perfecting, their physical, mental and intellectual abilities as well as their civic qualities are developing, their ideals and moral beliefs are gradually being formed and are entering a stable state.

According to Nguyen, T.T.H. (2019), the students coming from many different regions, being educated, sensitive to new things, dynamic, eager to learn, curious and creative, are a direct source of supplement for the intellectual team in the future, contributing significantly to the socio-economic development of our country. Most students are between the ages of 18 and 23, or possibly up to 25, which is the age of maturity with complete physical development, but is also “the age that is easily changed and has not yet clearly shaped personality”. According to Vu, T. N. (2000), students actively participate in collective activities, like “public activities” as a way to assert themselves, they want to test their abilities through practical activities.

Therefore, the values learned will crystallize into personal value orientations, which have a great influence on all their activities and outlook on life throughout their lives. Besides, Nguyen X. T. (2017) believes that in order to meet the diversity of teaching and learning forms, it is necessary to innovate methods and connect theory with practice, increase experiential activities, and link learning with practice. The author emphasizes the role of heritage in education is to form and improve the personality, cultural style and civilization of students, helping to raise awareness and responsibility of students in preserving and promoting the values of cultural heritage today.

Bay, H. V. et al. (2023) affirms the role of heritage education programs in the education system in Vietnam, especially at the higher education level, thereby assessing the positive values that heritage education brings to university students such as patriotism and nationalism. Nguyen, T.T.H (2019) posits that in this context of integration, students need to be educated in traditional cultural values to preserve and enhance national cultural identity when interacting with foreign cultures, enabling integration without assimilation.

The question we pose is whether innovations developed in a conducive environment and an educational space of traditional culture are necessary to foster students' creative thinking, awareness, and attitudes.

For foreign authors, J. Accuosti (2014) Education must not only be comprehensive, sustainable, and excellent but must also continually evolve to meet the challenges of globalization, rapid and unpredictable changes. This development needs to be systematic and expandable; therefore, elementary and high school teachers, university lecturers, managers, researchers, and policymakers are expected to innovate in both theory and practice of teaching and learning to ensure high-quality preparation for students.

Van Boxtel, C. et al. (2011) believe that heritage in education is a broad range of educational activities through material and spiritual heritage in an academic environment. Heritage education is not simply a subject that can be clearly stated in its related concepts and skills. Furthermore, Grever, M. et al. (2012) consider heritage education as an approach to teaching history and culture, using information from the past as a main teaching resource to foster understanding of history and culture. Heritage education is actually closely related to the teaching of social sciences, in which the necessary participants are students with the environment, knowledge, use, enjoyment and dissemination of heritage as ways to express social and cultural identity of learners (Trabajo-Rite M and Cuenca-López JM, 2020).

In a report presented to the European Parliament's Committee on Culture and Education (Gesche-Koning, N, 2018), it is argued that cultural heritage can be integrated with education in three ways: First, Education about heritage: learn about the historical past; Second, Education for heritage: understand the common experience of a community, and consider heritage as a set of shared values that need to be passed on to future generations; Third, Education through heritage: use heritage as a tool for learning the history; help students build knowledge and skills. Dallen J. Timothy and Stephen W. Boyd (2006), *Heritage Tourism in the 21st Century: Valued Traditions and New Perspectives* mentioned: Heritage tourism contributes to enhance patriotism in country level and can spread to international tourists. For examples: Tour to the historical sites, memorial monuments,...

After its registration, the Thang Long Imperial Citadel has engaged in numerous educational activities aimed at the younger generation to conserve and promote the value of heritage, particularly among students. Previous studies have not contextualized the historical relic of the Central Sector of the Thang Long Imperial Citadel in Hanoi with the objective of educating students to become cultural ambassadors, taking an active role with young, creative minds to conserve and enhance cultural values and adapt to modern conditions.

From the aforementioned concepts and through the reality at heritage sites and in the higher education system, the effect of learning, researching, and learning about national cultural traditions through cultural heritages throughout the country has been created. The application of heritage to traditional cultural education is an indispensable part of forming and developing students' ethics, personality and knowledge, and contributing to arousing a sense of responsibility as well as love for the homeland, country, and national pride in the young generation.

To provide a more comprehensive view when previous studies mainly focused on management, conservation, education of younger learners and teaching methods, etc., within the scope of this study, we are particularly interested in the content, form, assessment of the role of heritage in student education, impact on awareness, attitude, behavior, knowledge, skills, sense of responsibility in preserving and promoting cultural values for the development of the society and the country through the Central Sector of the Imperial Citadel of Thang Long – Hanoi, a world cultural heritage today.

Thereby, solutions are proposed to educate students to have a sense of conservation, become a subject of promoting the value of Vietnam's world cultural heritage in the international community, which can help students to be aware of preserving and promoting the cultural values of Vietnam today. These are the contents implemented in the study.

3. RESEARCH METHODOLOGY

Secondary data analysis method

This method is used to collect secondary data, including statistical data that researchers have painstakingly collected and synthesized. Domestic and foreign documents are synthesized in accordance with the following main topics: Theoretical basis of heritage, education, traditional culture, students and heritage with traditional cultural education.

Participant observation method

This method is applied directly at the Central Sector of the Imperial Citadel of Thang Long – Hanoi to survey the current situation of heritage education, study the methods and forms of education, the educational subjects and learning participants, and student activities at the heritage site.

The research team directly participates in the survey by playing the role of a tourist to observe the reality of the heritage, the experiences of students from many other universities at the Imperial Citadel of Thang Long. In addition, we also participate in some extracurricular lessons as lecturers to guide students from the Hanoi University of Culture and the National University of Arts Education through many diverse forms of activities such as forums, cultural exchanges, art performances, seminars, talks, cultural projects.

Sociological research method

In-depth interview

The in-depth interview method is used to collect opinions, qualitative data such as the content and form of traditional cultural education of the world heritage site of the Imperial Citadel of Thang Long – Hanoi for student education, some solutions to improve the effectiveness of student education through the opinions of experts.

The subjects of in-depth interview are the State management agencies on heritage (specifically the Department of Cultural Heritage, the Ministry of Culture, Sports and Tourism), Management Board, researchers, tour guides of the Thang Long - Hanoi Heritage Conservation Center (this is the agency directly managing the Heritage Site), researchers, lecturers at several higher education institutions.

In addition, in-depth interviews are conducted with 10 students, 5 people directly working at the Thang Long - Hanoi Heritage Conservation Center, 6 researchers and lecturers at some higher education institutions. The interviewees' data of in-depth interviews will be processed using synthesis, descriptive statistics, comparison and system analysis methods.

Questionnaire design

Questionnaire is used to collect quantitative data to know the content and form of education at the Central Sector of the Imperial Citadel of Thang Long - Hanoi for student education, some solutions to improve the effectiveness of education. The subjects of this method are 200 students, 11 staff, researchers, lecturers, tour guides at universities and at the heritage site. The questionnaires are distributed at the heritage site and 2 universities in Hanoi.

The total number of questionnaires distributed is 211, with 211 valid questionnaires collected. These surveys were conducted from March 2023 to August 2024. The data collected through the survey is quantified and processed using SPSS version 25, which is a very popular data processing software and is widely used in social science researches, and the results will be presented in the form of charts and tables.

These data are used to evaluate the content, form, role and solutions to achieve the highest efficiency in traditional cultural education for students through the case study of the Central Sector of the Imperial Citadel of Thang Long - Hanoi.

Respondent's characteristics

The respondents of the survey include 200 students, 5 staff, researchers, and tour guides who directly work at the Thang Long - Hanoi Heritage Conservation Center, and 6 researchers and lecturers at some higher education institutions.

Table 1. Respondent's characteristics (N=211)

Respondents' characteristics	Number of respondents	Percentage of respondents (%)
Age group		
19 years old and under	45	21.0
20 to 22 years old	105	50.0
23 to 29 years old	52	25.0
30 years old and older	9	4.0
Gender		
Male	87	41.0
Female	124	59.0
Other	0	0
Students		
Vietnamese students (mainly students majored in tourism, social work, cultural management).	192	96
International students	8	4.0
Participants		
Staff, tour guides, researchers working at the Thang Long - Hanoi Heritage Conservation Center.	5	2.4
Researchers, lecturers at Hanoi University of Culture.	3	1.4
Researchers, lecturers at the National University of Arts Education	3	1.4
Vietnamese students and international students studying at the National University of Arts Education, Hanoi University of Culture; at the Central Sector of the Imperial Citadel of Thang Long – Hanoi.	200	94.8
Type of questionnaire		
Questionnaire of experts, researchers, lecturers.	11	5.2
Questionnaire of students participating in learning at the heritage site.	200	94.8

(Source: Own elaboration)

4. RESULTS

4.1. The content of traditional cultural education at the historical relic of the Central Sector of the Imperial Citadel of Thang Long – Hanoi for students

The survey results of the participants at the heritage site, the National University of Arts Education, and Hanoi University of Culture show that the application of traditional cultural education for students at the Central Sector of the Imperial Citadel of Thang Long – Hanoi is quite good with the survey content that students, experts, researchers, lecturers have learned through Table 2.

Table 2 shows that all options on heritage with traditional cultural education for students at the historical site of the Central Sector of the Imperial Citadel of Thang Long – Hanoi, given in the questionnaire such as: Education on history and traditional culture of Hanoi and Vietnam; Education on ethics and lifestyle; Education on love for the country and national pride; Education on skills and capabilities in the context of integration and globalization; Education on ethics and lifestyle; Education on the spirit of solidarity and humanity; Education on aesthetics; Education on responsibility and action to preserve and promote the value of heritage, etc., are all chosen by respondents at a very high rate, almost at an absolute level (from 96.2% and above).



Table 2. Content of traditional cultural education at the historical relic of the Central Sector of the Imperial Citadel of Thang Long – Hanoi

Content	Count	%
Education on the history and traditional culture of Hanoi and Vietnam through the history of the formation and development of the citadel from the Ly, Tran, Le dynasties to the Nguyen dynasty.	211	100
Education on ethics and lifestyle through traditional rituals and customs.	209	99.0
Education on love for the country and national pride through the symbol of the political and cultural center of many feudal dynasties of Vietnam.	207	98.1
Education on the spirit of solidarity and humanity through religious rituals and traditional festivals, community activities, and social cohesion.	209	99.0
Education on aesthetics through unique architectural works in the Imperial Citadel.	203	96.2
Education on skills and capabilities in the context of integration and globalization through educational programs, tours, and cultural workshops.	206	98.0
Education on responsibility and action to preserve and promote the value of heritage.	210	99.5

(Source: Own elaboration)

4.2. Educators directly involved in traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi for students

Table 3. Educators directly involved in traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi

Educators	Count	%
Inside-university educators	210	99.5
Out-of-university educators	156	73.9

(Source: Own elaboration)

When asked *which educators are directly involved in traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi*, the majority of students, experts, researchers, lecturers select the option of *Inside-university educators* (210 students, accounting for 99.5%), and the number of students choosing the *Out-of-university educators* is lower (156 students, accounting for 73.9%).

Thus, it can be seen that both *Inside-university educators* and *Out-of-university educators* are highly appreciated and considered as subjects directly involved in traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi where these students have studied.

4.3. The forms of organizing traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi for students

Table 4. Forms of organizing traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi

Forms	Count	%
Offering incense at Kinh Thien Palace	211	100
Workshop	156	73.9
Specialized discussions, cultural workshops	198	94.0
Organizing competitions	87	41.2
Guided tours	209	99.0
Experience route with tour guides	210	99.5
Night tours held on weekends	58	27.4
Royal dance art right on archaeological sites	86	41.0
Art activities on holidays and Tet holiday such as folk music performances, water puppetry,...	98	46.4

(Source: Own elaboration)



According to the study results in Table 4, the forms of organizing traditional cultural education activities at the Central Sector of the Imperial Citadel of Thang Long – Hanoi, presented by researchers, staff, lecturers, and students are very diverse and flexible in order to serve different audiences, domestic and foreign students. However, there is a difference in the form of education selected by the survey respondents, such as the *Experience route with tour guides* reaching 99.5%, led by professional guides to help learners better understand the history and significance of the relics in the Thang Long Imperial Citadel.

These tours are often designed to suit different target groups, especially students, with reasonable fees, including interactive activities to enhance the learning experience. On the other hand, the *Night tours held on weekends* is very low, only accounting for 27,4%. It seems that this activity has few students participating.

The forms with few participants are the conditions for the group to organize seminars to discuss and propose solutions to achieve high efficiency.

4.4. Students' assessments of the important role of traditional cultural education at the Central Sector of the Imperial Citadel of Thang Long – Hanoi

Through educational activities at the Imperial Citadel of Thang Long - Hanoi, the authors conduct a survey to assess the level of expression through awareness of knowledge of Vietnamese history and traditional culture; positive attitudes, respect, interaction with learning activities; responsible behavior in preserving traditional culture; knowledge of history, social culture, national identity; development of skills and capabilities in the context of integration and globalization; responsibility and action to preserve and promote the value of heritages, with the following results in Table 5.

Table 5. Students' assessments of the important role of traditional cultural education at the Central Sector of the Imperial Citadel of Thang Long – Hanoi

Students' assessments	Ratio (%)				
	Absolutely Unnecessary	Unnecessary	Normal	Necessary	Strongly Necessary
Awareness					
Knowledge of Vietnamese history and traditional cultural values	0	1.0	6.0	16.5	76.5
Understanding the goals of cultural education in the context of the Thang Long Imperial Citadel	0	0	3.0	17.5	79.5
Attitude					
Positive, respectful attitude and personal responsibility for preserving and promoting traditional culture through the relic site of the Imperial Citadel of Thang Long – Hanoi	0	1.0	6.0	18.5	74.5
Check the learning attitude through interaction with lecturers, actively participate in cultural topics and projects	0	1.0	3.0	24.5	71.5
Behavior					
Participate in learning activities at the heritage site	0	0	3.0	14.5	82.5
Responsibility for preserving traditional culture, ability to apply cultural knowledge to real-life situations in social life and future work	0	0	1.0	16	83.0

Knowledge					
Students' understanding of historical values and traditional cultural values through learning activities at Thang Long - Hanoi Imperial Citadel	0	0	3.0	9.5	87.5
Knowledge applied to society and work after graduation	0	0	3.5	10	86.5
Skills, Capabilities and Responsibility					
Development of skills and capabilities in the context of integration and globalization	0	1.0	5.0	29.5	64.5
Be responsible and take action to preserve and promote heritage values in the context of integration and globalization	0	1.0	7.0	26.5	65.5

(Source: Own elaboration)

Firstly, assessment of the level of awareness of the necessity of traditional cultural knowledge, including cultural and historical factors and traditional values as well as understanding of the goals of cultural education, accounts for 76.5%; Assessment of understanding and awareness of the goals of cultural value education in the context of the Imperial Citadel of Thang Long – Hanoi is 79.5%. Seminars/competitions/topics/cultural projects/tour guides and workshops aim to attract students to actively participate in educational activities, develop their ability to be active and interactive, and contribute to fostering their spirit of active and effective learning.

Secondly, assessment of the level of expression of positive attitude accounts for 74.5%. The positivity, respect and passion of learners towards learning about cultural values education through lectures and seminars at the Imperial Citadel of Thang Long – Hanoi, and checking the positive attitudes in interacting with lecturers reach 71.5%.

Thirdly, assessment of the level of behavior in participating in learning activities and applying knowledge at the Imperial Citadel of Thang Long – Hanoi reaches 82.5%. And determining the ability to apply cultural knowledge to real-life situations in social life and future work accounts for 83.0, which mean it is *strongly necessary*.

Fourthly, knowledge and assessment of the level of understanding of traditional culture and history through the survey are voted by 87.5% of students. Students' deep understanding of culture, tradition, and traditional cultural education through extracurricular activities at the world heritage sites in Vietnam is very necessary.

The knowledge that students apply from cultural value education to social life and work after graduation at a *strongly necessary* level and the *necessary* level is 96.5%, which is very positive in terms of equipping knowledge for life skills and career orientation in the future.

Finally, assessment of the level of student participation in learning activities at the Imperial Citadel of Thang Long – Hanoi such as *Incense offering ceremony at Kinh Thien Palace, seminars, specialized discussions, cultural workshops, competitions, sightseeing/experience tours, night tours, organizing events (arts), cultural projects, etc.*

Regarding the formation of skills and capabilities for students, the results are very good and good, reaching 94.0%. In addition, through educational activities, students are responsible and take action to preserve and promote the heritage values in the context of integration and globalization is 92%.

Thus, according to the study results in Table 5 show that heritage with traditional cultural value education through the world cultural heritage of Thang Long- Hanoi Imperial Citadel plays a great role, achieving many positive results expressed through awareness, attitude, behavior, ideology, ethics, personality, forming awareness of preserving national cultural

values, professional knowledge of students in the context of the country's international integration.

In addition, the research team also conducts in-depth interviews through a contest named *"Students understand history - culture - society through the historical site of Thang Long - Hanoi Imperial Citadel"*. Dam T.T⁽²⁾, a student says that *"As a tourism student, when participating in the workshop, I am able to participate in the content of tourism resources. My group discusses the historical site of Thang Long - Hanoi Imperial Citadel where many historical marks through the prosperous dynasties of Vietnam are preserved. Through the workshop, I understand the origin of national history, and am aware of the responsibility for protecting a massive architectural work that has gone through many feudal dynasties of Vietnam and is one of the most important relics in the system of historical relics of Vietnam"*.

Furthermore, the authors conduct in-depth interviews with the students namely NTG-K1 and NTT-K2 of the Tourism Department of the National University of Arts Education. NTG says that *"The historical site of Thang Long - Hanoi Imperial Citadel is not only a place to preserve historical vestiges, but also contributes to vividly recreating the historical process spanning from the period of Chinese domination to the Nguyen Dynasty. From learning about the heritage site, we are even more proud of the glorious past, the cultural values of our ancestors"*.

Through the extracurricular activities at Thang Long - Hanoi Imperial Citadel which is a relic complex associated with the historical periods of the nation and is an attractive tourist destination with many ancient architectural works and diverse meaningful activities, Nguyen T.T³ states that *"I am very lucky to be able to study in the thousand-year-old capital of Hanoi. Thang Long Imperial Citadel is a place that marks a lot of important historical events of our nation. For those who love traditional cultural values, this is an extremely interesting place to contemplate and explore historical values"*. For learning activities at heritage sites, local authorities support the above activities to develop synchronously, effectively in a harmonious manner, thereby tourism students who go on internships have been equipped with more knowledge, contributing to the preservation of traditional cultural heritages today.

Thus, from the assessment results of the Table 5 and the results of in-depth interviews, the actual situation analysis allows us to affirm that educating traditional cultural values for tourism students at the world heritage sites through extracurricular activities will create positive effects in preserving and promoting the value of cultural heritage in the context of contemporary society today.

Through the results of in-depth interviews with a group of students majoring in Travel and Tour Guides, Faculty of Tourism, Hanoi University of Culture, our research team receives many messages from students. N.M.L, a second-year student majoring in Travel and Tour Guides, says that *"For us, being tourism students is a great honor. Each educational institution applies many forms of learning at cultural heritage sites to better understand and love traditional cultural values. A better awareness and understanding of heritage will create meaningful lessons. We not only know how to introduce heritage sites but also understand their significance in promoting and preserving traditional cultural values"*.

The group of students mentioned above also confirm that there are many ways to study at the heritage sites, however, it is necessary to diversify the forms and models of learning so that educational activities achieve good results, and students become the subjects to preserve and promote the heritage sites at Hanoi University of Culture.

²Opinion of Dam T.T, student of K4 Tourism, March 2023.

³Opinion of Nguyen T.T, student of K2 Tourism, November 2023.



5. DISCUSSION

From the results of theoretical research and current situation, the authors have tested the rationale and feasibility of the study. The results of the study show that the content of traditional cultural education for students at the historical relic site of Thang Long - Hanoi Imperial Citadel is necessary and meaningful when applied to the current reality.

The research results also indicate that there is a statistically significant change in the level of awareness of students, etc. Raising the awareness of stakeholders about the role of cultural heritage values in social life as well as the need to preserve and promote these values is extremely important. Awareness is an important first step for individuals to take appropriate actions to protect and preserve the remaining cultural values in their community.

More importantly, students' awareness of protecting the value of cultural heritage for social life and promoting it in accordance with economic conditions is important in forming legal regulations, and promptly adjusting social relations in the field of cultural heritage. Quickly take practical actions to protect cultural heritage from the risk of being lost.

Many spiritual cultural values are gradually fading in the process of industrialization, modernization, and especially in the period of information technology revolution, leading to many changes in social relationships and interactions. Therefore, protecting and promoting the value of cultural heritage also needs to consider the further application of information technology and wireless connection platforms. Through activities such as the incense offering ceremony at Kinh Thien Palace, seminars, specialized discussions, cultural workshops, competitions, sightseeing/experience tours, night tours, organizing events (arts), cultural projects, Thang Long Imperial Citadel becomes a red address for national heritage.

Through each educational activity with many different forms at university, students are educated about love for traditional culture, and responsibility for protecting and promoting the current heritage values. Practical learning at heritage sites such as Thang Long - Hanoi Imperial Citadel with the content of practical topics, cultural projects such as: Cultural resources - traditional cultural values at heritage sites, the role of heritage in educating traditional cultural values, journey to heritage sites, practical guiding at heritage sites, etc.

Through practical lessons, the seminar receives active support from students majoring in Tourism, Cultural Management, and Social Work. Students enthusiastically respond, significantly improve the effectiveness in preserving and promoting cultural values, adjust their thinking, actions, and responsibilities towards heritage.

Students are interested in and attracted by new experiences as well as implementing plans in learning, solving problems by making well-founded inferences, citing specific cultural and historical values that needed to be clearer. When students engage in activities, they prefer activities that allow them to be actively involved, they like to learn by observing and reflecting from different perspectives or points of view, coming up with new and unfamiliar ideas.

They like to “learn by doing”; learn by observing reality and learn by experiencing it by themselves. When they want to solve a problem or a research topic, they prefer to apply action learning.

However, through the survey and research results, the assessment of the current status of traditional cultural education for students still has some limitations such as the lack of flexibility in coordination between subjects inside and outside university, and the unclear form of cultural education. By participating in educational programs and activities at Thang Long Imperial Citadel, there are still 6% of students showing an attitude of respect for heritage conservation at a normal level in Table 5, which is a limitation.

The organization of extracurricular activities, seminars, topics, and competitions to learn about traditional cultural value education through types of world cultural heritage of Vietnam seems to be interested and implemented. The socialization of education has not been mentioned. In addition, looking at the survey results, there is a difference in the forms of



education given by the participants, such as the *Experience Route*, reaching 99.5%, this tour is often designed to suit different groups of people, especially students, with reasonable fees; therefore, it attracts a lot of students to participate in learning experiences.

On the contrary, the number of students participating in the *Night Tour held on weekends* is very low, only accounting for 27%, it seems that students do not participate in this activity due to high costs. Therefore, our research team discuss this content to propose solutions to achieve high efficiency.

However, with such limitations, it is necessary to propose solutions for traditional cultural education through the types of world cultural heritage of Vietnam to achieve good results. With the above survey results, the research team organize a workshop to discuss the experimental results and propose solutions.

From the results of 211 opinions of experts, researchers, students, lecturers, and online and in-person guides with the content of traditional cultural education viewed from the practice of the Thang Long – Hanoi Imperial Citadel, the following solutions are proposed for traditional cultural education for students through the world cultural heritages of Vietnam.

Table 6. Solutions with the content of cultural heritage and traditional cultural education for students at the historical site of Thang Long – Hanoi Imperial Citadel

No.	Solutions
1	Digitize the heritage documents on the content of the world cultural heritage of the Thang Long – Hanoi Imperial Citadel to increase accessibility for students.
2	Build experiential learning models in the space of the Thang Long – Hanoi Imperial Citadel.
3	Organize many seminars, scientific workshops, club and group activities, competitions, and art programs to improve the awareness of cultural heritage among students at heritage sites.
4	Propagate and widely promote traditional cultural values at heritage sites using digital technology.
5	Communicate traditional cultural values at heritage sites.
6	Organize conferences/seminars on traditional cultural education through the types of Vietnam’s world cultural heritage at heritage sites.
7	Research and develop souvenir products about the Thang Long- Hanoi Imperial Citadel suitable for students.
8	Strengthen scientific research on heritage among students.
9	Strengthen coordination between educational entities at universities and heritage sites.
10	Reduce the cost of Night Tours held on weekends.

(Source: Own elaboration)

According to the study results in Table 6, we can see the solutions proposed by the research team to implement traditional cultural education for students: The case study of the Central Sector of the Imperial Citadel of Thang Long - Hanoi has achieved good results. In addition, it is necessary to increase the number of integrated lessons, through competitions/contests that can be implemented in many different forms such as Good tour guide skills, storytelling contests about cultural heritage, organizing events, cultural projects, etc., at the Imperial Citadel of Thang Long – Hanoi.

The Imperial Citadel of Thang Long – Hanoi provides an ideal environment for students to develop their historical and cultural analysis and research skills. Besides, the activities here also help students practice life skills such as teamwork, problem solving, and effective communication.

Hopefully, the aforementioned solutions will contribute to improving the quality of traditional cultural education through the types of Vietnam’s world cultural heritage for Vietnamese students today.

6. CONCLUSION

Currently, the role of heritage in traditional cultural education for students at universities



and at heritage sites is being paid attention to through many methods, most clearly in the content and form of out-of-university activities at heritage sites. Heritage education is an effective way to teach about traditional culture, in which information and documents about cultural heritage are used.

In recent years, there have been many changes in the concept of heritage education. Heritage sites, including the Imperial Citadel of Thang Long – Hanoi, can become places for students at all universities to study and experience. The Imperial Citadel of Thang Long – Hanoi is not only an important heritage site but also an extremely effective educational tool, especially in the work of traditional culture education for students. This place not only helps students deeply understand Vietnamese history and culture but also encourages them to develop love and responsibility for heritage conservation.

Thang Long Imperial Citadel imparts knowledge both through research papers/ books and practical experiences, direct interaction with the heritage, which helps students not only remember longer but also deeply understand cultural and historical values. That the relics and museums are considered as places for active learning with visual activities that will impact awareness, helping students form a sense of appreciation and thereby have the right awareness, attitude, and behavior, contributing to the protection of the

Thang Long Imperial Citadel in particular and the system of other heritage sites in general. Thang Long Imperial Citadel in Hanoi will always be an ideal center for traditional cultural education for students, where they can learn, explore and develop a love for national culture. The lessons and experiences here are not only theoretical architecture but also practical lessons on the importance of preserving and promoting cultural heritage.

Students of Hanoi University of Culture, the Central College of Art Education, and those from other universities collectively strive to preserve sustainable cultural values, bringing great value and meaning to the living environment around us.

ACKNOWLEDGEMENT

This research is funded by the Vietnam Ministry of Education and Training under grant number B2023-GNT-02, titled "Educating Students about Traditional Culture through Vietnam's World Cultural Heritage Sites". We sincerely thank you for that support.

REFERENCES

- Ashworth, G. (1994). *From history to heritage: From heritage to identity: In search of concepts and models*. In G. J. Ashworth & P. J. Larkham (Eds.), *Building a new heritage: Tourism, culture and identity in the new Europe*. London, UK: Routledge.
- Bay, H. V., Van, D. T. H., Sang, V. M., & Tan, N. K. B. (2023). The impacts of heritage education on students' nationalism and patriotism: A case study at a private university in Vietnam. *European Journal of Educational Research*, 12(4), 1555-1567. <https://doi.org/10.12973/eu-jer.12.4.1555>
- Bui, H. T., & Lee, T. J. (2015). Commodification and politicization of heritage: Implications for heritage tourism at the Imperial Citadel of Thang Long, Hanoi (Vietnam). *ASEAS – Austrian Journal of South-East Asian Studies*, 8(2), 187-202.
- Dallen J. Timothy, Stephen W. Boyd (2006). Heritage Tourism in the 21st Century: Valued Traditions and New Perspectives. *Journal of Heritage Tourism*, Vol.1. Iss, 1 - 16
- Gesche-Koning, N. (2018). *Research for CULT Committee-Education in Cultural Heritage*. Policy Department for Structural and Cohesion Policies Directorate General for Internal Policies of the Union. <https://bit.ly/3Mrjt9Y>
- Grever, M., de Bruijn, P., & van Boxtel, C. (2012). Negotiating historical distance: Or, how to deal with the past as a foreign country in heritage education. *Paedagogica Historica*, 48(6), 873–887. <https://doi.org/10.1080/00309230.2012.709527>



- Hanoi People's Committee, and Thang Long - Hanoi Heritage Conservation Center (2023). *The Imperial Citadel of Thang Long - Hanoi: A 20-year journey*. Hanoi Publishing House, Hanoi.
- Howard Peter (2002). *Heritage Management, Interpretation, Identity, Continuum*. United Kingdom.
- J. Accuosti (2014). *Factors affecting education technology success*. ASEE 2014 Zone I Conference, April 3-5, 2014.
- Le, C.T. (2014). *Current activities of educating traditional cultural values for students*. PhD thesis in Cultural Studies, Vietnam Institute of Culture and Arts Studies.
- Le, T.T.H. (2021). Training high-quality human resources for/in the field of cultural heritage in Vietnam. *Special issue of Cultural Heritage*, No. 2 (6), pp.3-8.
- Nguyen, T. (2019). *Heritage education: Innovative programs*. Hanoimoi magazine. <https://bit.ly/41Yoflh> [Vietnamese].
- Nguyen, T.T.H. (2019). Educating traditional cultural values for students in the context of international integration. *Vietnam Journal of Educational Sciences*, 12(24). p.35.
- Nguyen, V.C. (2022). *Management of world cultural and natural heritage in Vietnam in accordance with the World Convention*. The Gioi Publishing House, Hanoi.
- Nguyen, X. T. (2017). *Using heritage in teaching in high schools – teaching methods to develop students' practical skills and competencies*. Ministry of Education and Training. <https://bit.ly/3BHwE1P> [Vietnamese].
- Pedersen, A. (2002). *Managing tourism at world heritage sites: A practical manual for world heritage site managers*. 14, UNESCO World Heritage Centre.
- Smith, L. (2006). *Uses of heritage*. London, UK: Routledge.
- The National Assembly (2010). *Law on Cultural Heritage, Law on amending and supplementing some articles of the Law on Cultural Heritage and documents guiding its implementation*. National Political Publishing House, Hanoi.
- Trabajo-Rite M, Cuenca-López JM (2020). Student Concepts after a Didactic Experiment in Heritage Education. *Sustainability*, 12(7):3046. <https://doi.org/10.3390/su12073046>
- Tran, Q.V. (2009). *On the land of a thousand years of culture*. Hanoi Publishing House.
- Tran, V.A. (2020). *Achievements of Thang Long Imperial Citadel after 10 years of being recognized by UNESCO as a World Cultural Heritage (2010-2020)*. Proceedings of the international scientific conference on 10 years of research, conservation and promotion of the values of Thang Long Imperial Citadel, Hanoi.
- Van Boxtel, C., Klein, S., & Snoep, E. (Eds.). (2011). *Heritage education: Challenges in dealing with the past*. Erfgoed Nederland.
- Vu, T. N. (2000). *Developmental Psychology*. Vietnam National University Publishing House, Hanoi.

