

STUDENTS' LEARNING COMMUNICATION ENVIRONMENT AT PEDAGOGICAL UNIVERSITIES IN THE NORTHERN MOUNTAINOUS REGION OF VIETNAM

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Abstract: The communication environment in learning is the organization of contextual factors and the interactions between objects in the communication process in order to enable people to communicate properly in learning activities, thereby, acquiring information, knowledge, practicing skills, forming appropriate competencies and attitudes to develop comprehensively the teacher's personality. The article studies a number of theoretical issues and the current situation of the communication and learning environment of pedagogical students at universities in the northern mountainous region of Vietnam on the following topics: physical environment, social environment, management factors and psychological environment among students in learning, accordingly, proposing recommendations to create a favorable learning and communication environment and improve teaching effectiveness in schools.

Key words: *communication environment, learning environment, pedagogical students, learning communication environment*

1. Rationale

Communication is an essential human need and communication activities have become a mode of existence of human society. Communication has a close relationship with education, communication is a tool of educational and teaching activities, without communication, there would be no teaching and learning activities of teachers and students. Because in education there must be at least two different individuals, before they want to influence or educate, these two individuals must communicate and interact with each other. The level of communication as well as the effectiveness of communication depends on each form of education, on the nature of communication and the communication environment in learning [3] [5]

The communication environment (CE) is both a condition and a means for students to effectively implement communication goals and contents. At the same time, CE creates learning motivation for students which promote students to organize good communication relationships in learning in order to acquire knowledge, practice skills and professional skills. Developing communication environment helps to attract students to participate in communication activities in teaching and education, expands the scope and objects of communication, and trains necessary communication skills to develop professional capacity and competence. methodological capacity, social capacity and personal capacity for students, thereby creating conditions for comprehensive personality development for students.

The communication environment in learning at universities in the Northern mountainous region not only affects the teaching and learning process of universities in this region but also affects the personality development process of students. SV. Most of the students at universities in the Northern mountainous area come from the countryside, from the mountains and are the children of ethnic minorities, so the living, communication and learning environment is hindered.

For the above-mentioned reasons, the theme of article was selected under research title the communication and learning environment of pedagogical students at universities in the northern mountainous region of Vietnam.

2. Literature review

2.1. Communication environment of students

The communication environment in learning is the arrangement of contextual factors and the interactions between objects in the communication process in order to help people organize well the communication process in learning activities,

thereby, acquiring information, knowledge, practicing skills, forming appropriate competencies and attitudes to develop comprehensively the teacher's personality [1].

Based on the scope of communication, the student's learning communication environment includes: the communication environment in school and the communication environment outside the school, it is through the interaction between teachers and students, students versus students, and students versus other social forces, cultural activities, etc.

The learning communication environment is the most important environment and directly affects the learning results of students. According to the studies in [1-6], that environment includes the following factors:

+ Physical environment: is the natural factors such as temperature, light, sound, classroom space, technical means to support learning, learning materials... in service of learning activities, communication continue to acquire knowledge and practice professional skills of students.

+ Psychological environment: has an impact on factors such as motivation, interest, understanding, social experience, etc. of the communicator and the psychological atmosphere of the class collective.

+ Social environment: The social relationships in learning, which are the relationships between teachers-students, relationships between students-students, individual students-groups/classes and relationships between students and objects Other related materials such as learning materials, teaching techniques, classroom space, etc.

+ Elements of student management in the learning environment: classroom rules, ways of managing students in learning and training activities...

2.2. Roles of learning communication environment at pedagogical universities

The environment is a necessary condition in the formation and development of the future teacher's personality for students, the teacher's personality is only formed and developed through the pedagogical communication environment, in which the teaching Practice holds a very important position, because after all, the process of teaching and education is done through communication.

The environment is a condition that contributes to the formation of learning goals and motivations for students. Developing a learning communication environment that helps attract students to participate in communication activities in teaching, educational activities, expanding the scope and objects of communication, training necessary communication skills... create conditions and motivation for comprehensive personality development for students.

The relationship between the learning communication environment and the formation and development of students' personality is a two-way relationship. The communication environment affects the formation and development of the personality of students, and it is they who are the most important force involved in the development of environmental communication.

3. Research methods

Research objective: to assess the current status of communication and learning environment of pedagogical students in universities in the northern mountainous region of Vietnam.

Research objects

We selected 790 teachers and students from universities in the northern mountainous region of Vietnam that have trained pedagogical students: Tan Trao Tuyen Quang University, Thai Nguyen Pedagogical University, Hung Vuong University, Phu Tho as research objects.

The total number of teachers surveyed is 140 people, of which most are teachers with 5 years or more teaching experience. The number of votes issued is 150, the number of valid votes collected is 138.

The total number of surveyed students is 650, who are students from the faculties of Primary Education, Early Childhood Education, Math Pedagogy, and Literature Education of the schools. After collecting the screening votes and removing those that do not meet the requirements for investigation with 588 valid votes processed.

Research tools

Questionnaire. This is the main method to conduct the survey, in which the questions are designed into the form and sent directly to the teachers and students in the faculties of the schools. The question system is structured including closed, open-ended questions, multiple choice options and has clear, understandable, logical content and ensures objectivity.

In addition, we also deployed several other current research methods such as observation, conversation, interviewing through time attendance activities, face-to-face meetings with experienced lecturers and experts to exchange and consult. through means such as notes, expert opinion polls.

We observe more than 30 teaching periods of two modules: Education and Regular pedagogical training.

Analysis and data processing

After receiving the questionnaires, we remove invalid votes and process the data with statistical operations, with the support of Spss software.

4. Research findings

4.1. Actual situation of the physical environment of pedagogical students at universities in the northern mountainous region of Vietnam

Table 1. Evaluation of teachers and students on the physical environment during class time

Factors	Levels of evaluation on the physical environment in the classroom (%)									
	Teachers					Students				
	<i>Very good</i>	<i>Fairly good</i>	<i>Good</i>	<i>Bad</i>	<i>Very bad</i>	<i>Very good</i>	<i>Fairly good</i>	<i>Good</i>	<i>Bad</i>	<i>Very bad</i>
(1)	25.1	12.3	60.5	2.1	0	30.1	14.5	47.3	8.1	0
(2)	58.9	22.1	7.4	11.6	0	55.7	19.2	22.4	2.7	0
(3)	11.3	1.2	78.4	9.1	0	18.4	8.9	72.7	0	0
(4)	0	0	11.4	29.5	59.1	0	0	15.8	27.6	56.6
(5)	9.2	1.7	21.1	47.6	20.4	2.4	10.1	12.3	64.8	10.4
(6)	80.5	11.7	5.2	2.6	0	70.1	16.7	13.2	0	0
(7)	59.7	24.1	12.8	3.4	0	50.6	29.8	19.6	0	0
\bar{X}	35.0	10.4	28.1	15.1	11.4	32.5	14.2	29.0	14.7	9.6

Notes:

- (1) Classrooms, classrooms are good, clean, cool, quiet
- (2) Tables and chairs are suitable and can be moved flexibly with students' learning activities
- (3) Sufficient and diverse learning resources
- (4) Internet
- (5) Technical means to support teaching
- (6) Elements of light, sound, temperature, noise...
- (7). Environmental sanitation

It is illustrated in Table 1 that: In general, teachers and students interviewed have different assessments in terms of quantity, but in order of arrangement, they are almost similar. Specifically: The factors that are highly appreciated are: The first is (6) Light and sound factor 80.5% teachers and 70.1% students rated very well; The second is: Factor (7) Environmental hygiene 59.7% of teachers and 50.6% of students rated it very well; The third is: Factor (2): Suitable tables and chairs, can move flexibly with learning activities 58.9% of teachers and 55.7% of students rated very well. Besides, other material factors are assessed at a rather low level. The lowest factor is (4): The classroom is connected to the internet, or has Wifi, and no teachers and students rate it at a very good and relatively good level; Factor (5) audio-visual means only 9.2% of teachers and 2.4% of students rated very well. Factor (3) Most of the teachers and students only rated the learning materials at a normal level. Thus, important factors in the physical environment such as: learning materials, teaching aids, and the internet are only assessed at an average level.

4.2. Actual situation of the social environment of pedagogical students at universities in the northern mountainous region of Vietnam

Table 2. Evaluation of teachers on factors of social environment

Items	Level of frequency				
	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
1. Developing an open training program to develop communication skills for students	37.6	35.2	21.1	4.2	1.9
2. Collaborative learning	21.3	58.7	12.3	3.1	4.6
3. Teamwork during class hours	28.4	70.1	1.5	0	0

Items	Level of frequency				
	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
4. Teaching problem solving	26.1	31.1	34.8	2.3	5.7
5. Project-based learning	0	0	0	13.3	86.7
6. Learning through situational experience	0	0	0	11.1	88.9
7. Learning through case studies	0	0	0	15.6	84.4
8. Learning through role play	0	0	0	2.7	97.3
9. Learning through practice, experiment, practice	0	0	21.8	30.5	34.1
10. Other factors:.....	0	0	14.1	21.8	58.4
\bar{X}	11.7	21.5	10.6	10.5	46.2

The results shown in Table 2 show that teachers have not used diverse and regular methods of organizing learning activities in order to maximize the interaction between students and teachers. Specifically, the most frequently used content by teachers are: Developing training programs in an open direction to develop communication skills for students 37.6%; Group work of students during class time 28.4%; Collaborative learning 26.1%... The above content teachers do more often because the lesson content is often easy to design to organize for students to learn.

In addition, there are many contents that teachers do not apply or use very little such as: teaching by case study; project-based learning; role-play learning; experiential learning; practice-based learning... In fact, the above teaching methods have great advantages in creating an active and experiential environment for students, but they are rarely used.

Table 3. Evaluation of students on factors of social environment

Items	Level of frequency				
	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
1. Developing an open training program to develop communication skills for students	31.6	27.1	28.2	13.1	0
2. Collaborative learning	19.6	51.4	19.1	7.8	2.1
3. Teamwork during class hours	27.1	6.8	14.6	51.5	0
4. Teaching problem solving	24.5	31.8	21.4	13.7	8.6
5. Project-based learning	0	0	0	15.9	84.1
6. Learning through situational experience	0	0	0	13.5	86.5
7. Learning through case studies	0	0	0	20.6	79.4
8. Learning through role play	0	0	0	4.9	95.1
9. Learning through practice, experiment, practice	0	0	16.8	21.1	62.1
\bar{X}	10.3	11.7	11.1	17.2	49.6

In general, the results obtained in Tables 2 and 3 are quite similar. Evaluation at a decreasing level at very frequent use are the following contents: Developing training programs in an open direction to develop communication skills for students 31.6%; Team work in class hours 27.1%; learn problem solving 24.5%. The contents that are rarely done are: learning by practice method, learning by experimental method. The contents not yet implemented are: learning by case study; project-based learning, role-playing learning, experiential learning. The reason is that through interviews with some teachers and students, we know that when teachers organize learning activities, not all students are enthusiastic about solving learning tasks, each student has a different level of awareness and personality. different. Therefore, only a part of students is really consciously participating in learning activities and there are also many students who only act in opposition.

4.3. The situation of student management in learning environment

Table 4. The situation of student management in learning environment

Items	Selected level (%)			
	Teachers		Students	
	Done	Not yet	Done	Not yet
1. Under administrative form of attendance	95.6	4.4	97.1	2.9
2. As per competence and progress of students	37.2	62.8	40.1	59.9
3. As per groups/teams	49.4	50.4	51.6	48.4
4. As per training regulations of the university	100	0	100	0
5. Time and learning resources	56.8	43.2	61.7	38.3
6. Supervising, checking, and evaluating the learning process and results of students in each stage	70.5	29.5	75.6	24.4
7. No need to manage because student learning activities are adult activities	11.3	88.7	15.9	84.1

Based on the results obtained in Table 4, it shows that teachers and students evaluate relatively uniformly. First: 100% of teachers and students choose: According to the school's training regulations, 95% of teachers and 97.1% of students were asked to choose the method of conducting by student management by taking attendance, 70.5% of teachers and 75.6% of students chose. form of monitoring, testing and evaluation of the learning process and results of students in each period. Only 37.2% of teachers and 40.1% of students chose the following factors: According to their ability and progress in class hours.

The factor "No need to manage because students' learning activities are adult activities" has the fewest teachers and students chosen (11.3% of teachers and 15.9% of students). Through the exchange, the teachers said: Although students have a full understanding of learning, they are distracted by many environmental factors around them, so they still need the management and prompting of teachers to operate. New learning is well organized and in order

4.5. Actual situation of the psychological environment of pedagogical students at universities in the northern mountainous region of Vietnam

Table 5. Situation of implementing contents within psychological environment of pedagogical students

Factors	Evaluation levels on psychological environment in classroom (%)									
	Teachers					Students				
	Always	Usually	Sometimes	Seldom	Never	Always	Usually	Sometimes	Seldom	Never
(1)	74.2	22.6	3.2	0	0	79.2	19.2	1.6	0	0
(2)	40.2	45.6	14.2	0	0	39.6	50.8	9.6	0	0
(3)	70.4	15.3	14.3	0	0	76.5	15.2	8.3	0	0
(4)	50.5	36.1	6.3	7.1	0	56.5	41.7	1.8	0	0
(5)	31.7	35.6	25.6	7.1	0	45.1	31.6	16.7	6.6	0
(6)	70.1	21.5	7.3	1.1	0	76.9	15.9	7.2	0	0
(7)	69.6	19.2	8.6	2.6	0	67.4	26.1	6.5	0	0
\bar{X}	58.1	28.0	11.4	2.6	0.0	63.0	28.6	7.4	0.9	0.0

(1) The teacher is enthusiastic about teaching activities, is friendly, cares about students, builds a positive psychological atmosphere in the classroom.

(2) Teachers are ready to help and advise students to study

(3) Students are properly aware of the learning purpose and ready to learn

(4) Students are aware of the correct learning purpose but are not actively studying

(5) Students are aware of the correct learning purpose but have limited learning capacity

(6) Students' motivation and interest in learning

(7) The cultural, ideological, and conceptual factors of students do not conflict and affect the overall learning process.

The opinions of teachers and students are almost similar, there are differences in some factors but not too clear. Both teachers and students highly appreciate the criteria of the psychological environment, specifically: both teachers and students highly appreciate the following factors: enthusiastic teachers with teaching activities, friendliness, care for students, building positive psychological atmosphere in the class collective (74.2% of teachers; 79.2% of students choose), secondly, students are aware of the right learning purpose, ready to learn (70.4% of teachers, 76.5% of students choose); the third is Psychological factors: motivation, interest... (70.1% of teachers, 76.9% of students).

To deeply assess the status of the psychological environment, we conducted in-depth interviews with a number of teachers and students, on that basis, we synthesized and made a number of observations: Teacher-student, student-student relationship already have been fairly closed, but in order to develop these interactive relationships and contribute to the improvement of teaching effectiveness, it needs to be further strengthened (with 9/20 teachers asked to rate this problem). Psychological factors of teachers such as fear of innovation, not paying attention to students, not really gaining the trust of students...; with regards to students, such as low self-esteem, fear of conflict, fear of collision, lack of trust... are still major barriers with significant influence (there are 14/20 teachers and 13/25 students with this opinion).

5. Conclusion

In a nutshell, through a number of theoretical studies and surveys to assess the status of the communication environment in learning of pedagogical students at universities in the northern mountainous region of Vietnam, it shows that the current state of the communication environment moderate exercise. The issue of developing a learning communication environment for students has not been really effective, teachers have not considered the development of a learning communication environment as a goal to be achieved when doing educational work. While teaching, teachers still mainly teach according to traditional teaching methods and techniques, partly because old teaching habits are afraid to change, partly due to lack of facilities and equipment; student passivity and limited time. Teachers have paid attention to the use of measures to develop the learning communication environment, but the implementation is not regular, continuous and has not achieved the expected results.

From the above research findings, it is suggested that, in order to create the best learning environment among students, schools need to improve the quality of facilities and equipment for teaching. It is necessary to build a mechanism to manage the communication environment in the direction of increasing interaction between departments/faculties/centers.

For researchers and teachers, it is necessary to regularly innovate methods, apply modern teaching techniques to create a diverse environment, with a playground to develop learning skills suitable to the characteristics and conditions. An educational environment for students to share information and experiences, practice communication skills, and pedagogical behavior.

For students, it is necessary to be aware of the role and importance of environmental traffic development for the development of their own learning capabilities and skills. Students need to be positive, proactive, flexible and creative in the process of participating in communication activities in learning and training and in social activities.

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