Creative Education in Viet Nam and China: A Case Study of Some Vietnamese and Chinese Schools

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Abstract  Faced with the growing demands of society, people must be more and more innovative and creative, because originally creativity is at the heart of social progress, of the prosperity of each nation. Creative education, in practice, promotes the development of the open mind of students by enriching it, nourishes ideas and creative capacity; it is certainly the "main way" to train creative people and thus promote the development of a creative society. Studies on creative education in Vietnam are currently highly recommended with all the more reason in the context of the global renovation of education. However, if creative teaching practices are relatively abundant, the question of what level this education was understood and mastered in Vietnamese schools remains little explored so far. The following article presents the results of research conducted on the reality of creative education in secondary schools in three provinces of North Viet Nam: Hanoi, Nam Dinh and Quang Ninh. The results of the survey will be cross-checked with those obtained in three Chinese provinces of Beijing, Guangdong and Guangxi.

Keywords: creative education, creative school, creative teacher, creative leader, educational management

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1. Introduction

Although innovative teaching methods and technologies are relatively abundant, the understanding and mastery of this level of education in Vietnamese schools is still little known. Therefore, the article mainly starts with the origin and current situation of Vietnam's innovative education problems, revealing the problems and difficulties faced by Vietnam's innovative teaching research; and then passes through the three northern provinces of Vietnam (Hanoi, Nam Dinh and Quang Ninh) and three Chinese provinces (Beijing, Guangdong) in the comparative analysis of innovative education research in Guangxi to explore the path of innovative education in Vietnam; and finally reveal what beneficial enlightenment China provides for innovative education research in Vietnam, which can help Vietnam promote innovative education research.

2. The Origin and Current Situation of Vietnam's Innovative Education Problem

At present, the global economy and society are facing many unprecedented challenges, and innovative education is facing many difficulties and challenges. In order to overcome these difficulties and challenges, it is necessary to find innovative solutions. To cultivate people's innovative thinking and behavior, the citizens and economic subjects of the 21st century are not only the basic needs of education, but also the urgent needs of the entire economy and society. In other words, a developed economy can only be built on the basis of innovative education. The correlation and interaction between these two intervention areas are becoming more and more obvious, which shows that creative education and the level of economic development are positively correlated.

Training for a new generation of more creative generations will enable them to develop collaborative, open and confident vocational skills to realize their individual and collective potential. Therefore, the role of the school is not only to provide students with knowledge, but most importantly, to develop the qualities and skills needed to find their right place in a rapidly changing society. However, according to data from the World Intellectual Property Organization (WIPO), in 2012, in terms of national innovation and innovation index, Vietnam ranked 76/141 countries, ranking fifth in the region, after Singapore, Malaysia, Brunei Darussalam Country, Thailand. In previous years, Vietnam ranked 65/153 countries in 2008, 64/130 countries in 2009, 71/132 countries in 2010, and 51/125 countries in 2011 [1]. These data fully show that creativity in Vietnam is usually below average, and Vietnam's innovative education is facing unprecedented difficulties.

In order to increase the index of personal, economic and social creativity, educational scientists unanimously
recognize the leading role of education and training. Therefore, for more than two decades, many countries in the world have incorporated innovative concepts into their school or preschool programs (Craft, 2003). Perhaps the most persuasive example of the close connection between professional knowledge and the reality of course content is the situation in the United Kingdom, where the British NACCE (1999) proposal is included in the national curriculum. (1999). It includes other key ideas, such as: "Creative thinking skills...enable students to create and expand ideas, propose hypotheses, use their imagination and seek alternative innovation results". In the United States, there are several ideas aimed at exploring ways to develop more creativity and innovation in serving society. The report submitted by the National Center for Education and Economics to the New American Workforce Skills Council emphasizes that creativity lies in knowledge, intrinsic motivation (preference or even passion for the subject) and innovative attitudes (Adams, 2005) It can be seen that in the world, especially in English-speaking countries, the problem of innovative education has been well explored in practice, while in Vietnam, this problem has only recently emerged. Since the emergence of educational innovation policies in recent years, this issue has attracted our attention both in theory and practice. The new general education curriculum aims to maximize the potential of students through current and future life skills. However, it is not a simple theoretical problem to change the knowledge-centered education to the student's creativity-focused education. As far as the current situation in Vietnam is concerned, the overall orientation (through educational goals) should be taken from the school curriculum, teaching methods, teaching practice and teaching environment. In particular, it is necessary to consider the creative education and the Vietnamese education system from the management ability of the grassroots workers. The relationship between the components. We believe that, on the basis of theoretical premises and practical knowledge, through regular interaction with teachers, students and education administrators at all levels, the research on this issue is completely effective.

The purpose of Vietnam's innovative education research is twofold. The first is to understand the practical problems faced by various aspects of creative education in Vietnam and China (perception, educational practice, and management practice), because reality plays an important role in general education. The two main participants of the role (teachers, managers) experience and prove; the second is to provide more optimized methods and suggestions for educational management activities. For this reason, the research on innovative education in Vietnam is mainly divided into two contents: On the one hand, it focuses on the analysis and synthesis of related theoretical issues, especially taking northern Vietnam and certain provinces of the Republic of China as cases. On the other hand, for educators and education leaders, perception and grasp of practice are not only tools for their educational actions, but also the purpose of innovative educational research. Therefore, the challenges of "creativity" and "creative education" must be understood in practice. Only based on the understanding of this field can we formulate practical recommendations that meet the requirements of the system and the schools. Therefore, the authors conducted a large-scale questionnaire survey with two direct stakeholders: teachers and education administrators.

The content of the survey is divided into different parts, involving the understanding of creative education, and the research on the performance and practice of creative education through various components of the educational process, from determining the educational goal, through the determined teaching content, syllabus, and teaching methods To choose the form of evaluating learning outcomes-learning methods that stimulate and enhance the creativity of school students. The questionnaires of the research sample have been sent to schools of different educational levels (principals, deputy principals), teachers and administrators in 3 provinces and cities in northern Vietnam (Quang Ninh, Nam Dinh, and Hanoi) and 3 provinces and cities in China. Due to the convenience of the questionnaire survey, it is possible to conduct research in the three northern provinces of Vietnam via the Internet. The selection of these places is based on their geographical, social and cultural similarities and the similarities of the provinces in China. Therefore, the retained survey sample is an actual sample, not a random sample.

| education level     | Vietnam |                | China |                |
|---------------------|---------|----------------|-------|----------------|
|                     | Ha Noi  | Nam Dinh       | Quang Ninh | %    | Beijing | Guandong | Guangxi | %    |
| Elementary school   | 20      | 15             | 15    | 26.3 | 20      | 25       | 25      | 32.8 |
| Junior high school  | 15      | 20             | 15    | 26.3 | 30      | 28       | 20      | 36.7 |
| High school         | 30      | 30             | 30    | 47.3 | 20      | 30       | 15      | 30.5 |
| Total               | 190     |                |       | 213  |         |          |         |      |

| Occupation         | Vietnam |                | China |                |
|--------------------|---------|----------------|-------|----------------|
| Teacher            | 165     | 86.8           | 166   | 77.93          |
| Administration staff| 25      | 13.2           | 47    | 22.07          |
| Total              | 190     |                | 213   |                |

| Gender             | Vietnam |                | China |                |
|--------------------|---------|----------------|-------|----------------|
| Male               | 37      | 19.5           | 92    | 43.19          |
| Female             | 153     | 80.5           | 121   | 56.81          |
| Total              | 190     |                | 213   |                |
3. Analysis on the Path of Vietnam’s Innovative Education Problem——Comparative Deconstruction with Related Provinces in China

Mc.Cormack, A.J. (2010) pointed out that education is the best way to cultivate creativity for a successful society. Therefore, the way to solve the dilemma of innovative education research in Vietnam is to increase the imagination of students, because imagination can stimulate their creativity. At the same time, imagination is to stimulate their enthusiasm, motivation for learning, and to motivate them to find the best way to learn and solve problems [2]. So how to stimulate the imagination of students? According to Chen (2000) and Zeng (2009), observation1 will help us to infer new ideas based on what we have learned [3]. Researchers Wang Hai (2015), Zhang Jianlin, and Zhao Xucheng (2009) believe that creative education is based on education that meets the exploration needs of scholars. In other words, creativity is the goal of education, and education becomes a tool of creation. In order to achieve creative goals, education must take the creativity of students as the central issue. Since creativity is both a process and a result, it is necessary to carry out educational activities in an appropriate manner according to the progress of the creative process in order to achieve the desired results [4,5].

Researchers in this field also believe that creativity is not a characteristic of genius. It is not owned by the elite; people not only believe that it is in the field of art, but it is understood more broadly as the ability to ask new questions, propose new solutions, and study new problems in life. Therefore, creative education is an educational tool for all students at all educational levels.

Educational innovation expert Ken Robinson (2013) demonstrated the importance of creativity in education and pointed out why schools must help everyone discover their creativity, that is, to connect things that do not exist in daily knowledge to be able to make our thinking surpass traditional stereotypes. Different from the misconception that creation will cause confusion, this is a rigorous thinking process, because after exploring new directions, we must choose the most possible path (that is, only converge) and delve into the chosen path.

All over the world, educational models aimed at fostering student creativity are not uncommon: Freinet and Montessori schools are successful models, attracting a generation of young energetic and passionate students. In addition, many innovative teaching projects have appeared all over the world, such as: "la main à la pate", "study abroad to start a business" (in France), a program called Reggio Emilia (Italy), Escuela Nueva (located in Colombia), Design for Change (India) and the ideas of many other teachers came into being to encourage students’ creativity. Some of the above education models or projects have been applied in Vietnam [6].

In terms of children's education, the activities of innovative schools or innovative education projects have provided us with very useful information. In fact, in order to effectively carry out creative educational activities, the following principles will be suggested: First, establish interdisciplinary teaching in the curriculum by introducing different knowledge wave activities. This means that curriculum builders must know how to go beyond the framework of an education system that focuses on acquiring subject knowledge. Second, teach real-world problems. Third, comparative and exploratory teaching/learning: This teaching method can help students develop critical thinking and practice collective wisdom.

Fourth, treat new technology as a basic element of school innovation.

Faced with the rapid changes in our environment, the development of a new educational concept needs to be based on appropriate changes in education management. Therefore, for the establishment of creative education, researchers seem to agree on three priorities: to build the image of a creative school, to train innovative teachers in the new era, and to shape the image of innovative leaders and managers.

First, create a creative new era school. Schools should be a place to cultivate the creative potential of students to form dedicated citizens who believe in their creativity and regard contemporary development as a challenge to overcome. As an organization, a creative school should have the characteristics of a creative organization. According to Trần Thị Bích Liên, 2013 [7], a creative school is based on:

(1) Innovate the development strategy and viewpoints of the school;
(2) Carry out all educational activities aimed at enhancing students' creativity;
(3) Creative teacher team
(4) The cultural environment always supports the development of innovative capabilities
(5) Creativity is a general concept of a way of life, not just an intelligence.

However, in order to create and promote creative education, schools must cultivate students' creativity in thought and daily behavior.

Second, cultivate new-age teachers with innovative capabilities. Teachers play an important role in school life and the quality and skills that students develop. Teresa Cremin (according to Trần Thị Bích Liên, 2014), Wang Hai (2015) and Zhuang (2004) research shows that creative teachers have 6 characteristics [4,8,10]:

(1) Recognize one's own creative ability, and be able to evaluate and understand the characteristics of creativity and develop students' creative ability.
(2) Propose creative and methodical teaching methods, know how to stimulate imagination, and the ability to share and learn new knowledge.
(3) Be able to cultivate students' curiosity and combine theory with practice in the teaching process.
(4) Improve students' comprehensive skills in education.
(5) Cultivate research ability and self-learning ability.
(6) Know how to adapt to change, cooperate, be independent, independent, and original.

Third, shape leaders and managers of the new era with innovative capabilities. In order to improve the management of innovative education research, managers are required to form the necessary qualities and abilities. According to (Đỗ Thị Thu Hằng) [9], a creative manager is:

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1 This article is a phased achievement of the research project of Hanoi National University under the code QG.18.18.31.
(1) A person who is curious, likes to explore, has imaginative, unique and even unusual ideas. (The way of thinking allows people to look at things and phenomena from many different angles and have different views on them.)
(2) A person who is willing to accept new ideas;
(3) People who can appreciate the creativity and dedication of each member of the organization;
(4) People who create an environment for the management personnel;
(5) People who understand and believe in the abilities of employees;
(6) A person who provides employees with long-term vision and prospects for the future of the facility;
(7) People who are flexible, adaptable to changes, and adventurous.

The survey scale we used in this study is the Likert scale (especially the scale used in psychology), which is divided into 4 levels, from "completely.../very..." to "completely...". Do not...". Before entering the key elements of the survey, we want to ask the respondents their views on the different factors that can create education. It is recommended to pass 6 factors and number them from 1 to 6 below: 1. Educational body; 2. Education policy; 3. Creative school; 4. Creative manager; 5. Creative teacher; 6. Convenient environment.

The results are as follows:

Table 4. Factors that constitute creative education

| Factor                  | Vietnam | China |
|-------------------------|---------|-------|
|                         | Very important (4) | important (3) | unimportant (2) | Very unimportant (1) | M | Very important (4) | important (3) | unimportant (2) | Very unimportant (1) | M |
| 1                       | 93 (49.7%) | 92 (49.2%) | 2 (1.1%) | 0 (0%) | 3.48 | 79 (37.09%) | 95 (44.6%) | 15 (1.96%) | 5 (2.35%) | 3.16 |
| 2                       | 74 (39.8%) | 110 (59.1%) | 2 (1.1%) | 0 (0%) | 3.39 | 102 (47.89%) | 81 (38.03%) | 27 (12.68%) | 3 (1.41%) | 3.32 |
| 3                       | 63 (33.7%) | 119 (63.6%) | 5 (2.7%) | 0 (0%) | 3.31 | 56 (26.29%) | 117 (54.93%) | 36 (16.9%) | 4 (1.88%) | 3.05 |
| 4                       | 88 (47.1%) | 94 (50.3%) | 5 (2.7%) | 0 (0%) | 3.44 | 101 (47.42%) | 82 (38.5%) | 27 (12.68%) | 3 (1.41%) | 3.31 |
| 5                       | 72 (38.7%) | 110 (59.1%) | 4 (2.2%) | 0 (0%) | 3.37 | 84 (39.44%) | 94 (44.13%) | 31 (14.55%) | 4 (1.88%) | 3.21 |
| 6                       | 58 (31.2%) | 123 (66.1%) | 5 (2.7%) | 0 (0%) | 3.28 | 103 (48.36%) | 78 (36.62%) | 30 (14.08%) | 2 (0.94%) | 3.32 |

The results in the table above show the difference in perceptions between Vietnamese and Chinese respondents. Indeed, if the Vietnamese consider the organization of the education system as the primary consideration (M = 3.48), they then consider the position of the manager (M = 3.44) and policy. Education (M = 3.39), similar Chinese respondents put creative environment (M = 3.32) and education policy (M = 3.32) at the top of the list, and then manage the organization. This can be explained by the fact that in Vietnam, the current implementation of the new general education plan will help rearrange the educational structure and educational goals and content.

We have also made investigations and studies on the creativity of students and the innovative education of the school. The performance of students' creative learning is given and numbered from 1 to 7.

1. Students are interested in the teacher's creative teaching and learning methods
2. Evaluation methods encourage students' exploration and creativity
3. Students like to study creatively in the classroom
4. Creative students usually get the best grades
5. Students always show creativity in class
6. Always encourage creative students to attend classes
7. Students do not like to study creatively, they like to learn the content of textbooks

The results are as follows:

Table 5. Students' creative expression and school's innovative teaching

| Factor                  | Vietnam | China |
|-------------------------|---------|-------|
|                         | Very important (4) | important (3) | unimportant (2) | Very unimportant (1) | M | Very important (4) | important (3) | unimportant (2) | Very unimportant (1) | M |
| 1                       | 96 (51.3%) | 91 (48.7%) | 0 (0%) | 0 (0%) | 3.51 | 96 (45.07%) | 90 (42.25%) | 22 (10.33%) | 11 (5.16%) | 3.77 |
| 2                       | 52 (28.1%) | 115 (62.2%) | 17 (9.2%) | 1 (0.5%) | 3.18 | 44 (20.66%) | 99 (46.48%) | 24 (24.88%) | 17 (7.98%) | 2.70 |
| 3                       | 44 (23.7%) | 128 (68.8%) | 14 (7.5%) | 0 (0%) | 3.16 | 23 (10.8%) | 97 (45.54%) | 82 (35.8%) | 11 (5.16%) | 2.54 |
| 4                       | 34 (18.2%) | 123 (65.8%) | 29 (15.5%) | 1 (0.5%) | 3.02 | 51 (23.94%) | 82 (38.03%) | 29 (23%) | 132 (15.02%) | 2.63 |
| 5                       | 30 (16.0%) | 129 (69.0%) | 26 (13.9%) | 2 (1.1%) | 3.00 | 61 (28.64%) | 85 (39.91%) | 60 (28.17%) | 7 (3.29%) | 2.85 |
| 6                       | 28 (15.1%) | 110 (59.1%) | 44 (23.7%) | 4 (2.2%) | 2.87 | 87 (40.85%) | 105 (49.2%) | 18 (8.45%) | 18 (1.41%) | 3.20 |
| 7                       | 14 (7.5%) | 40 (21.5%) | 123 (66.1%) | 9 (4.8%) | 2.32 | 28 (13.15%) | 56 (26.29%) | 66 (30.99%) | 63 (29.58%) | 2.16 |

In addition to the general interest in the creative teaching forms and methods used by teachers in the classroom (M = 3.51 and M = 3.77), there are also differences in other parts of the question. For Vietnamese, the reform of school learning (M = 3.18) has attracted much attention because the goal of education is...
the skills of the students rather than the knowledge acquired.

Reflect creative education through different elements of the educational process. Regarding the educational goals, the following two standards are used to measure the visibility of the school’s innovative teaching goals:

1. The purpose of setting educational goals is to cultivate students' interest in learning; this is the goal that students must achieve at the end of the teaching activity.
2. Establishing teaching goals to promote students' initiative in learning activities, and form among students the qualities and skills necessary for each level of learning (knowledge needs to be mastered, skill behaviors need to be formed).

### Table 6. Expressing creative education through educational goals

| Manifestation | Vietnam | China |
|---------------|---------|-------|
|               | Very clear | Clear | Unclear | Very unclear | M | Very clear | Clear | Unclear | Very unclear | M |
| 1             | 82 (43.9%) | 95 (52.4%) | 3 (1.7%) | 0 (0%) | 3.40 | 30 (14.08%) | 195 (63.85%) | 20 (6.66%) | 9 (1.41%) | 2.9 |
| 2             | 59 (32.1%) | 119 (64.7%) | 6 (3.3%) | 0 (0%) | 3.29 | 75 (35.21%) | 100 (46.95%) | 36 (16.9%) | 2 (0.94%) | 3.16 |

In this part, two main goals of creative education in schools are put forward, and we ask the interviewees to determine the degree of implementation of these two goals. The results of the study show that in Vietnam and China, the vast majority of respondents (over 90%) believe that these goals are clearly expressed in schools. However, among Chinese colleagues, the "creation" goal (M = 3.16) is indeed very clear, while for Vietnamese, the reflection is still on the overall level. Active teaching method (M = 3.40).

Regarding teaching content, in this case, in order to enable students to achieve the set goals and develop their creative spirit, the selection of educational content is an indispensable element. In the school's innovative education framework, the following four clues can be evaluated by teachers and teaching administrators.

1. The content of school curricula and teaching topics must be directly connected with daily reality;
2. The school plans to promote the development of students' creativity;
3. Deliver content to achieve educational goals;
4. Clearly define the creative application and the content of the application

### Table 7. Expressing creative education through educational content

| Vietnam | China |
|---------|-------|
|         | Very clear | Clear | Unclear | Very unclear | M | Very clear | Clear | Unclear | Very unclear | M |
| 1       | 47 (25.7%) | 112 (61.2%) | 24 (13.1%) | 0 (0%) | 3.6 | 51 (23.94%) | 116 (54.46%) | 40 (18.78%) | 6 (2.82%) | 3.95 |
| 2       | 29 (15.8%) | 114 (62.0%) | 41 (22.3%) | 0 (0%) | 2.93 | 76 (35.68%) | 89 (41.78%) | 41 (19.25%) | 7 (3.29%) | 3.09 |
| 3       | 34 (18.5%) | 128 (69.6%) | 22 (12.0%) | 0 (0%) | 3.07 | 51 (23.94%) | 98 (46.01%) | 57 (26.76%) | 3 (1.29%) | 2.90 |
| 4       | 37 (20.1%) | 115 (62.5%) | 28 (15.2%) | 4 (2.2%) | 3.01 | 69 (32.39%) | 100 (46.95%) | 37 (17.37%) | 7 (3.29%) | 3.08 |

For “educational content” that promotes students’ creativity, these content should be related to daily life rather than being considered very obvious by Vietnamese (M = 3.60) and Chinese (M = 3.95) in school subjects. The idea in Vietnam is that educational content should allow the achievement of the set goals (M = 3.07), while similar respondents in China can cultivate creativity in schools (M = 3.09).

### Table 8. Expression of creative education through practical methodology

For creative teaching methods, the following table lists the practices to improve school creativity from 1 to 7:
1. Collect information for exploration and interpretation;
2. Group teamwork;
3. Help students solve problems creatively;
4. Help students practice;
5. Encourage teacher-student interaction;
6. Encourage complex and adventurous thinking;
7. Pedagogy of using items

| Vietnam | China |
|---------|-------|
|         | Very clear | Clear | Unclear | Very unclear | M | Very clear | Clear | Unclear | Very unclear | M |
| 1       | 39 (24.1%) | 127 (69.8%) | 16 (8.8%) | 0 (0%) | 3.13 | 28 (13.15%) | 126 (59.15%) | 48 (22.54%) | 11 (5.16%) | 2.80 |
| 2       | 48 (26.2%) | 123 (69.4%) | 13 (4.4%) | 0 (0%) | 3.22 | 48 (23.74%) | 127 (47.42%) | 38 (13.15%) | 10 (4.69%) | 3.12 |
| 3       | 36 (19.6%) | 121 (65.8%) | 27 (14.7%) | 0 (0%) | 3.05 | 71 (33.33%) | 109 (41.78%) | 49 (18.2%) | 4 (1.88%) | 3.06 |
| 4       | 40 (21.9%) | 117 (63.9%) | 26 (14.2%) | 0 (0%) | 3.08 | 73 (34.27%) | 93 (43.66%) | 36 (16.9%) | 11 (5.16%) | 3.07 |
| 5       | 33 (18.1%) | 135 (74.2%) | 14 (7.7%) | 0 (0%) | 3.10 | 75 (35.21%) | 107 (50.23%) | 26 (12.21%) | 5 (2.35%) | 3.18 |
| 6       | 24 (13.0%) | 68 (37.0%) | 89 (48.4%) | 3 (1.6%) | 2.61 | 81 (38.03%) | 97 (45.54%) | 29 (13.62%) | 6 (2.82%) | 3.18 |
| 7       | 32 (17.4%) | 96 (52.2%) | 54 (29.3%) | 2 (1.1%) | 2.86 | 54 (25.35%) | 94 (44.13%) | 57 (26.76%) | 8 (3.76%) | 2.91 |
The results of the survey show that, overall, the proposed method practiced has been clearly (or very clearly) promoted to cultivate academic creativity.

When asked to determine the visibility of innovative methods, 95.6% of Vietnamese teachers and administrators believe that teamwork is the most common way to encourage learning creativity (M = 3.22), while Chinese peers (M = 3.12) are 82.16%. Then, although the Vietnamese regard “gathering information for exploration and interpretation” as an intuitive usage (M = 3.13), the Chinese are not too worried (M = 2.8); on the other hand, the Chinese and Vietnamese (M = 3.18 and M = 3.10 respectively) are highly appreciated the interaction of educational methods, and vice versa. The results also show that educational content, methodology and evaluation can be felt, and vice versa. The survey results of the “assessment of learning outcomes” in schools show that “assessing students’ ability to apply knowledge in practice” is the most commonly used method in Vietnam (M = 3.27) and China (M = 3.09). According to our interviewees, there is a significant difference between the current evaluation practices between Vietnam and China, that is, in China, people are more interested in evaluating innovative education capabilities than other methods (M = 3.15), while in Vietnam, this request is not on the agenda (M = 2.96).

4. The "Ice-breaking Road" of Vietnam's Innovation Education—Based on the Enlightenment of China's Innovation Education

In order to find out the difficulties faced by the interviewees, we asked them a question about six factors, which may create obstacles in the formation and development of their institutions. The six factors are numbered and shown in the table below:

### Table 9. Expression of creative education through academic performance assessment

| Vietnam | M | China | M |
|---------|---|-------|---|
| **Very clear (4)** | **Clear (3)** | **Unclear (2)** | **Very unclear (1)** |
| Vietnam | 30 (15.7%) | 100 (52.6%) | 45 (23.7%) | 15 (7.8%) |
| China | 33 (15.49%) | 89 (41.78%) | 79 (37.09%) | 12 (5.63%) |
| **Clear (3)** | **Unclear (2)** | **Very unclear (1)** |
| Vietnam | 48 (22.54%) | 99 (46.48%) | 53 (24.88%) |
| China | 49 (24.88%) | 99 (46.48%) | 53 (24.88%) |
| **Unclear (2)** | **Very unclear (1)** |
| Vietnam | 69 (32.39%) | 47 (42.42%) |
| China | 69 (32.39%) | 47 (42.42%) |
| **Very unclear (1)** |
| Vietnam | 82 (38.5%) |
| China | 82 (38.5%) |

### Table 10. Logical correlation between different components

| | Target | Object | Content | Method | Evaluation |
|---|---|---|---|---|---|
| Vietnam | 0.361** | - | - | - | - |
| China | 0.369** | 0.615** | - | - | - |
| Vietnam | 0.362** | 0.526** | - | - | - |
| China | 0.501** | - | - | - | - |

From the analysis of the above table, we can see that the performance level of educational goals is directly proportional to the expression level of educational content (r = 0.361**), and educational evaluation (r = 0.369**). This means that the higher the level of embodiment of the educational goals, the more intuitively the educational content, methodology and evaluation can be felt, and vice versa. The results also show that educational content is positively correlated with educational methods (r = 0.615**) and evaluation of learning outcomes (r = 0.526**). The clearer the displayed educational content, the higher the level of expression of teaching methods, and vice versa. Finally, there is also a relationship between the performance level of method practice and the evaluation method, that is, the clearer the educational method, the higher the evaluation performance level (r = 0.501 **), and vice versa.
The results show that for Vietnamese, setting educational goals to stimulate students’ creativity is one of the main difficulties (M = 3.02), and China’s problems in this area are smaller than Vietnam’s difficulty index (M = 2.44). However, in general, we found through statistical averages that opinions are relatively divided among the 4 visibility levels.

The results and conclusions of the research are worthy of our attention as educators-educational researchers. First of all, it must be said that creative education is not only a new trend in teaching practice, but also a science with objects and a whole conceptual system. All over the world, especially in the English-speaking world, there is no shortage of innovative educational practices, theories or models. However, in many countries such as Vietnam, the formation of this creative teaching is still in its early stages, not to mention trial and error. These are some of the reasons that this field study has shown. However, although innovation education in China started earlier than the developed capitalist countries in the West, China's innovation education has opened up a new path, which is very worthy of reference for Vietnam's innovation education research. It can be said with certainty that the problems discovered and constituted by Vietnam in innovation education are the basis for the improvement of innovation ability and the comprehensive reform of teaching. In this regard, the innovative teaching reform in Chinese schools has made great achievements. Quality education has replaced test-oriented education, and students’ autonomy and openness have been improved. China has made remarkable achievements in encouraging students to develop and realize their creative abilities. It is worth learning from Vietnam. In addition, through the comparative analysis of field surveys conducted in Vietnam and China, Vietnam needs to consider the establishment of innovative education in schools more systematically, and then consider all factors. The macro and micro systems of the system, from education policy, teacher training, teaching organization, curriculum development (setting goals, selecting education content and methods, evaluation methods, etc.) to adapt to the "beneficial" education management model and environment. However, it should be noted that the implementation of all the macro and micro factors that constitute creative education will undoubtedly require a lot of time and investment, and it will also require a long process. This should not be rushed.

Table 11. Difficulties encountered

| Difficulties | Vietnam | | | | China | | | |
|--------------|---------|---|---|---|---|---|---|---|
|              | Very clear (4) | Clear (3) | Unclear (2) | Very unclear (1) | M | Very clear (4) | Clear (3) | Unclear (2) | Very unclear (1) | M |
| 1            | 69 (37.9%) | 58 (31.9%) | 44 (24.2%) | 11 (6.0%) | 3.02 | 13 (6.1%) | 63 (29.5%) | 19 (9.2%) | 118 (54.4%) | 1.86 |
| 2            | 57 (31.5%) | 69 (38.1%) | 26 (14.4%) | 29 (16.0%) | 2.85 | 22 (11.7%) | 70 (32.1%) | 34 (16.8%) | 87 (40.8%) | 2.12 |
| 3            | 29 (15.9%) | 96 (52.7%) | 49 (26.9%) | 4 (2.2%) | 2.80 | 24 (12.7%) | 92 (43.1%) | 27 (13.6%) | 70 (32.8%) | 2.32 |
| 4            | 28 (15.5%) | 95 (52.5%) | 30 (16.3%) | 8 (4.2%) | 2.79 | 39 (18.3%) | 69 (33.2%) | 24 (11.7%) | 81 (36.3%) | 2.30 |
| 5            | 29 (16.0%) | 94 (51.9%) | 33 (18.2%) | 25 (13.8%) | 2.70 | 22 (10.3%) | 67 (31.4%) | 21 (9.8%) | 103 (48.3%) | 2.03 |
| 6            | 30 (16.5%) | 98 (53.8%) | 46 (25.5%) | 8 (4.4%) | 2.82 | 38 (17.4%) | 85 (43.9%) | 24 (11.2%) | 66 (30.9%) | 2.44 |

Through a comparative study with China's innovation education, China has provided a useful reference for Vietnam's innovation education. Through comparison with China, we propose feasible practical solutions for innovative education in Vietnamese schools:

1. Establish a conceptual framework for the creation of a creative school (activities, characteristics, standards, requirements, evaluation standards, etc.)
2. Formulate policies to ensure that innovative educational activities are carried out at all educational levels;
3. There are guidelines and materials to enable the school to carry out creative educational activities;
4. Formulate policies to encourage schools to carry out creative teaching;
5. Train a team of creative trainers;
6. Create necessary material conditions for the realization of creative education.

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