

TRAINING AND RETRAINING OF ETHNIC MINORITY LANGUAGES FOR CADRES, CIVIL SERVANTS AND PUBLIC EMPLOYEES IN ETHNIC MINORITY AREAS

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Implementing the Prime Minister's Directive No. 38/2004/CT-TTg of November 9, 2004, on stepping up the training and retraining of ethnic minority languages for cadres, civil servants, and public employees in ethnic minority and mountainous areas, over the past 15 years, many localities throughout the country have implemented training and retraining of ethnic minority languages for cadres and public employees working in the area and gained very satisfactory results. However, this work also revealed a number of limitations and shortcomings, especially when the Prime Minister issued Decision No. 771/QĐ-TTg, dated June 26, 2018, approving the Scheme on "Fostering ethnic knowledge for cadres, officials, and public employees for the period of 2018 - 2025", in which important content is that by 2025, at least 80% of cadres, civil servants and public employees of group 3, The target group of district 4 and commune level who directly contact and work directly with ethnic minorities, who are trained in ethnic minority languages, the requirements for this work is higher. Based on the analysis of the status of the training and retraining of ethnic minority languages for the contingent of cadres, civil servants, and public employees working in ethnic minority areas, the article discusses some solutions to implement this work efficiently in the current period.

Keywords: Ethnic minority areas; Training, retraining ethnic minority languages; Cadres, civil servants, and public employees.

1. Introduction

Since the country was unified up to now, our Party and State have issued many guidelines, policies and regimes for the state cadres, civil servants, and public employees officials in general and cadres, civil servants, and public employees working in ethnic and mountainous areas in particular. The cadres and civil servants who are transferred to work in ethnic minority and mountainous areas together with a team of officials and public employees of ethnic minorities have contributed to speeding up socioeconomic development, gradually improve the material and spiritual life of the people, maintain political security, social order and safety in localities. However, most officials coming to work in ethnic minority and mountainous areas still face many difficulties in their work as well as in daily life, one of the reasons is that they do not know ethnic

minority languages and do not understand customs and cultural traditions of ethnic minorities well. This limitation has greatly affected the propaganda and persuasion of ethnic minorities to implement the Party's guidelines, policies and policies, and the State's laws. Facing urgent demands of socio-economic management and development, security and defense maintenance, cadres and civil servants working in areas inhabited by ethnic minority people must know ethnic minority languages to communicate and use in their work, as well as to preserve the languages of ethnic minorities, preserve and promote the traditional cultural values of ethnic minorities .

2. Research overview

There are many studies of linguists and educators discussing issues related to the training and training of ethnic minority languages. Typical works are:

Tran Tri Doi (2003), “The reality of language education in ethnic minority areas in the three northern provinces of Vietnam - Recommendations and solutions”, Dai hoc Quoc gia Hanoi Publishing House; Nguyen Van Khang (2014), “Language policy and language legislature in Vietnam”, Khoa hoc Xa hoi Publishing House; Doan Van Phuc, Dinh Thi Hang, Nguyen Minh Hoat (2019) “The Party’s views and policies and Vietnamese government policies on ethnic minority languages from 1930 to the present”, posted on Volume 8, Issue 2, Journal of Ethnic Minorities Research; Ta Van Thong (2019), “The disappearance of a language among some ethnic minorities in Vietnam”, published in Volume 8, Issue 2, Journal of Ethnic Minorities Research... The above studies have deeply analyzed the language policies of our Party and State, as well as inadequacies and difficulties in preserving and teaching ethnic minority languages in ethnic minority areas for many years. Implementing the Prime Minister’s Directive No. 38/2004 / CT-TTg of November 9, 2004, on stepping up the training and retraining of ethnic minority languages for cadres, civil servants and public employees in ethnic minority and mountainous areas, many localities throughout the country have organized ethnic minority language training for officials working in the area. There were studies about this content: Luu Van Minh (2017), “Some orientations and solutions in the training and retraining of ethnic minority languages for cadres and civil servants in the coming time”, Ministry of Education and Training Portal on December 12, 2017; Committee for Ethnic Minority Affairs, “Situation of ethnic policies in the period of 2016-2020, policy development orientation for the period of 2021 - 2030”, presented at the Workshop “Situation of ethnic policies, orientations for policy formulation. 2021-2030 period ”, organized by the Committee for Ethnic Minority Affairs and the Irish Embassy in January 2019, in Hanoi; Ninh Thuan Provincial People’s Committee, “Report on implementation of the project on teaching ethnic minority languages to cadres and officials of Ninh Thuan province”, 2019; Articles on ethnic minority language teaching for cadres and civil servants posted on the web portals of Yen Bai, Binh Dinh, Thanh Hoa provinces ... In general, the above articles only have assessments on the current situation of language teaching. Ethnic minorities for cadres and civil servants of some localities or views and orientations before the Prime Minister’s Decision No. 771 / QD-TTg of June 26, 2018, approving the Project “Fostering national

knowledge” for officials, public servants and public employees in the period of 2018 - 2025 “. This is an important reason why the author wishes to conduct this study.

3. Research methods

In addition to statistical methods, comparing and synthesizing secondary data of the Ministry of Education and Training on the training and retraining of ethnic minority languages for officials and public employees working in ethnic minority and mountainous areas of localities throughout the country, through conferences, seminars and researches, we have used ethnographic field data and documents. In 2 years (2018 - 2019), the author has made a business trip to Ninh Thuan province, Quang Binh province, Thanh Hoa province, Tra Vinh province, Thua Thien - Hue province... listen directly to the opinions of the cadres and civil servants in these above areas on the training and retraining of ethnic minority languages. These facts are used as material for the writing.

4. Results

4.1. Actual situation of ethnic minority language training and retraining for the contingent of cadres, civil servants and public employees

Our views, guidelines and specific content on the ethnic minority language of our Party are mentioned in the Party’s documents, in the Constitution (in 1046), in the Resolutions of the 3rd, 4th National Congress. , V, VI, VII, VIII, IX, X, XI, XII, Instructions, Notices, ... The Party and the State always create favorable conditions for ethnic groups to use their spoken and written languages in various scopes and areas of communication of social life. And the legal documents of the State of Vietnam clearly state this principle.

The Party’s guidelines and the State’s policies clearly state that: Teaching ethnic minority languages is carried out in parallel with Vietnamese education in secondary schools, educational institutions as well as educational levels and levels. as stipulated by the Government. Decree 82/2010 / ND-CP dated July 15, 2010 of the Prime Minister stipulating the teaching of ethnic minority languages at secondary schools and continuing education institutions has clearly indicated the issue of teaching and learning mother language For ethnic minorities to be clearly defined: The ethnic minority language script taught and learned in schools must be a traditional script used by the community, determined by specialized agencies or approved by competent authorities standard. Along

with that are the Government's directives and decisions on teaching ethnic minority languages to officials and employees working in ethnic minority and mountainous areas¹ and a series of decisions, circulars or inter-ministerial circulars related to educating mother tongue² for ethnic minority people or officials and public servants working in ethnic minority areas.³ For example, the Ministry of Education and Training's Decisions promulgated a framework for training ethnic minority teachers (in writing) for a number of ethnic languages as well as other legal documents in central or local ministries, departments and branches. Decision No. 581/2009-QĐ / TTg approving the Strategy on cultural development up to 2020; Decision No. 1270/2011-QĐ / TTg on approval of the project on conservation and development of ethnic minority culture up to 2020 (including important contents on conservation and transmission of ethnic minority languages).

Thoroughly grasping the Party's viewpoint, the teaching and learning of ethnic minority languages

¹. These are the Decisions: Decision No. 253/QĐ-TTg of March 5, 2003, and Decision No. 03/2004/QĐ-TTg of January 7, 2004, to turn ethnic minority language learning into regular tasks for officials and public employees. On November 9, 2004, the Prime Minister issued Directive No. 38/2004/CT-TTg on promoting training and retraining of ethnic minority languages for officials and public employees working in ethnic minority and mountainous areas. Decision No. 771/QĐ-TTg, June 26, 2018 of the Prime Minister Approving the Project "Fostering national knowledge for cadres, civil servants and public employees for the period of 2018 - 2025", in which There is content about teaching ethnic minority languages for cadres, civil servants and public employees working in ethnic minority areas.

². Decision No. 29/2006/QĐ-BGD&ĐT of July 4, 2006, promulgating the Cham language program to train Cham language teachers for civil servants working in ethnic minority and mountainous areas; Decision No. 46/2006/QĐ-BGD&ĐT of July 4, 2006, promulgating the Khmer language program to train Khmer teachers for civil servants working in ethnic minority areas; Decision No. 37/2006/QĐ-BGD&ĐT, date August 28, 2006 Promulgating the Jrai language program used to train Jrai teachers for civil servants working in ethnic minority and mountainous areas; Decision No. 44/2006/QĐ-BGD&ĐT, date Oct. 23, 2006 Promulgating the Mong language program for cadres and civil servants working in ethnic minority and mountainous areas; Circular No. 36/2012/TT-BGD&ĐT dated 24 October 2012 Promulgating regulations on organization of teaching, testing and certification of ethnic minority languages;...

³. It was Decision No. 03/QĐ-UBND of October 28, 1981 of the People's Committee (People's Committee) of Gia Lai - Kon Tum province on ethnic writing in the province; Decision 30/2011/QĐ-UBND of Gia Lai Provincial People's Committee on the writing of the ethnic groups of Gia Rai and Ba Na; Resolution No. 03/2010/NQ-HĐND dated July 9, 2010 of the People's Council of Dak Lak province on teaching Ede language in Primary and Secondary schools, period 2010 - 2015; Decision No. 1286/QĐ-UBND dated July 5, 2013 of the People's Committee of Dak Lak Province On recognition and issuance of Ede alphabet; as well as many decisions of the provinces related to teaching ethnic minority languages to cadres and civil servants, building scripts for ethnic minorities or teaching mother tongue for ethnic minorities in the localities.

are carried out at all educational levels, diverse learning subjects in both students and citizens, and civil servants and officials, through the restore ancient scripts, or scripts made in Latin form and taught in classes in ethnic minority communities, in junior high schools, high schools, on radio and television broadcast...

Currently, among the 53 ethnic minorities in Vietnam, 27 ethnic groups have their own scripts. Among them, there are 10 ethnic groups using traditional writing: Tay (Nôm Tay), Nung (Nôm Nung), Thai (ancient Thai), Lao (Lao), Cao Lan (Nôm Cao Lan), and Mong (Mong letters), Dao (Nom scripts), Cham (Thrah letters, Jawi letters), Khmer (Khmer letters), Hoa (Chinese characters). And there are also scripts created at different times in history in the Latin form close to the common word. Ethnic groups have Latin scripts: Tay-Nung, Mong-Dao, Bru-Van Kieu, Paco, Cotu, Xoang, Bana, Hre, Gia-rai, Ede, Cham Hroi, Mnong, Coho, Xtieng, and Ra-glai, Churu, Choro ...; Ethnic groups do not have their own writing: Muong, Khomu, Xinhmun, Khang, Tho and Chut. In fact, teaching and learning the spoken and written language of ethnic minorities faces many difficulties. People want to learn the language and writing of their people because most of the people only know the speech but are illiterate, a part who does not know both the spoken language and the written language, especially the staff of ethnic minorities. work at provincial and district levels.

In recent years, there have also been a number of ethnic languages and scripts used and taught on the mass media from the central to local levels, such as: Tay, Thai, Dao, Mong , Gia-rai, Ede, Bana, Cham, Khmer ... Many localities have implemented teaching ethnic languages for students in high schools to achieve good results. Most localities with large Khmer people organize Khmer literacy classes at schools where there are a large number of ethnic Khmer students. In addition, every year during the summer, the education and training sector cooperates with the United Association of Patriotic Monks to organize the teaching of Khmer script at most pagodas. Tra Vinh, Soc Trang and Kien Giang provinces organize fostering and training of Khmer language teachers to gradually meet the needs of teaching Khmer letters. The whole Mekong Delta region has 8 radio programs, 8 television programs, 5 Khmer-language newspapers⁴, 1 Khmer-Vietnamese bilingual photo

⁴. Radio programs in Khmer include: VOV in Can Tho, Tra Vinh, Soc Trang, Bac Lieu, Ca Mau, Kien Giang, An Giang and Can Tho City; Television programs in Khmer language include: VTV5 for Southwest, Tra Vinh, Soc Trang, Bac Lieu, Ca Mau, Kien Giang, An Giang, Hau Giang; Khmer newspapers include: Can Tho, Tra Vinh, Soc Trang, Bac Lieu and Kien Giang.

magazine named Dat Mui. The Prime Minister has the policy of assigning Tra Vinh University carried out the national key task of training human resources in Khmer Southern Language, Culture and Arts, meeting the socio-cultural development tasks in the South (up to now, the University has been training at bachelors, masters and doctors of Southern Khmer language, culture and arts). Vietnam Television (VTV5) produces and broadcasts most days of the week in 22 ethnic languages such as Mong; Thai; Dao; Muong; Hre; Co Tu; Mning; Xtieng; Xo Dang; Co Ho; Ba Na; Gia Rai; Gie-Trieng; Chu Ru; Ede; Cham; Khmer...”(Committee for Ethnic Minority Affairs, 2019). VOV4 under Radio Voice of Vietnam, officially broadcast from October 1, 2004, has produced ethnic minority radio broadcasts, systematically propagate the Party’s guidelines and policies, the State’s laws on ethnic minority issues; comprehensively reflect the life, economy and society of ethnic minorities; preserving and promoting the cultural identity of Vietnamese ethnic groups. Currently, in addition to Vietnamese, VOV4 is broadcasting in the languages: Dao; Mong; Thai; Co Tu; Cham; Khmer; Ba na; Gia-rai; Xo Dang; Ede; Co Ho; Mning; Tay - Nung...

In addition to radio and television programs in the central ethnic minority language, in most localities with a large ethnic minority, radio and television stations also have communication programs in ethnic minority languages. Some publications are printed in both ethnic languages and Vietnamese to propagate about laws, policies on the environment, health, education, ...

Implementing the Project on Renewal of general education, in 2019, 2020, the Ministry of Education and Training has been organizing the compilation of 8 ethnic minority language subjects for ethnic minority students from grades 1 to 12, including Ba Na, Ede, M’Nong, Mong, Cham, Khmer, Gia-lai subjects...

Recognizing the role of ethnic minority languages in the work of cadres and civil servants in the political system, in 2004, the Prime Minister issued the Directive No. 38/2004 / CT-TTg dated November 9 / 2004, conducting training and retraining of ethnic minority languages for cadres, civil servants and public employees. Most recently, the Prime Minister issued Decision No. 771 / QD-TTg, dated June 26, 2018, approving the Project “Fostering national knowledge for cadres, civil servants and public employees in 2018 - 2025 “,

including approval: by 2025, at least 80% of cadres, civil servants and public employees of group 3 and group 4 of district and commune levels will contact and work directly with the fields ethnic minorities are trained in ethnic minority languages. This decision has been and will be an important contribution to improving the working capacity of cadres and civil servants in the political system, and is also an important solution to preserving the ethnic language and culture. Implementing the Prime Minister’s Directive No. 38/2004 / CT-TTg of November 9, 2004, localities with large numbers of ethnic minority people have already effectively implemented training and fostering ethnic minority language for cadres, civil servants and public employees. “From 2007 to 2017, there were 25 ethnic minority languages taught, 858 classes opened with 36,691 participants. Results 100% of students participating in training and retraining meet the set requirements. In particular, students ranked fairly, well over 40%. Students after finishing training courses can use ethnic languages to communicate with ethnic minorities in the process of work ”(Luu Van Minh, 2017). Currently, ethnic minority cadres, civil servants and public employees have been fostered in 28 provinces, contributing practically to improving the efficiency of work for the contingent of cadres, civil servants and public employees in ethnic minority areas preserve the speech, writing, and cultural identity of ethnic minorities.

From 2013-2019, Thanh Hoa province has organized nearly 20 classes of Mong, Thai and Lao language for cadres and civil servants from district to commune levels. In addition, the province also teaches ethnic languages for hundreds of teachers at all levels currently working in ethnic minority areas. The opening of class not only for cadres and civil servants to understand the language, writing and ethnic culture, but also contribute to preserving the language and writing, promoting and enriching the values of traditional culture, expanding exchanges, promoting and introducing ethnic cultural identities in mountainous districts of Thanh Hoa in particular, in the province in general (Thanhhoa.vn, November 17, 2019). In 2018, Binh Dinh province has opened two classes to train Cham and Bahna languages according to the ethnic minority language training and retraining program for cadres and civil servants working in ethnic minority and mountainous areas of the province. In particular, Bahna language class includes 360 lessons, Cham language class includes 420 lessons (Binh Dinh online on January

13, 2019). Quang Ngai Province organizes H're language classes for cadres and civil servants. During the study period, students are allowed to study 200 periods; Equipped with basic knowledge such as understanding H're language and writing and practicing listening, speaking and reading skills to communicate with Hre people (Minh Long District People's Committee Portal, Quang Ngai province on October 29, 2019). Determining the important role of using ethnic minority languages in communication and task performance, since 2017, Ninh Thuan province has directed the development and implementation of the project "Ra-glai ethnic scripts". The Ra-glai people do not have traditional writing and the current writing is converted to Latin script. At present, Ninh Thuan People's Committee has issued a decision to pilot the teaching of Raglai characters to all civil servants and officials in the whole province. From December 2018 up to now, the province has trained the Ra-glai language for cadres, civil servants and public employees working in localities with large ethnic Ra-glai people. In 2019, Bac Ai district organized 2 classes with 80 cadres and civil servants in the district learning Ra-glai. In order to ensure the quality of training, the lecturers in the classroom are Ra-glai people with professional qualifications, pedagogical skills and many experiences in the work; Teaching material issued by the People's Committee of Ninh Thuan Province, designed with 10 topics, including 38 lessons in bilingual Ra-glai - Vietnamese based on the regulations of the Ministry of Education and Training with learning time 450 secretion. In particular, 280 theoretical lessons, 170 practice classes of listening, speaking and revision test. The content of teaching Ra-glai ethnic language includes knowledge of phonetics, letters, words, grammar, writing, listening and speaking. Lesson content with the following topics: Family - clan; village; nature - environment; native culture; people land; Party and Uncle Ho; labor - production; Scientific education; health care; protect the country. At the end of the topic, the trainees went on field trips to areas with large ethnic Ra-grai people to practice communication skills as well as learn about the cultural and social life of their people (Ninh Thuan People's Committee, 2019).

In recent years, Yen Bai province has focused on teaching ethnic languages for staff working in upland districts. In 2007, the province has successfully compiled two sets of textbooks in two languages, Thai and Mong. However, the organization of

teaching has not been conducted regularly. After 4 years, the province has organized 4 classes to teach Mong language and 2 classes to teach Thai language for nearly 200 students in districts and towns in the province. In fact, officials who have been able to study and improve their ethnic languages and languages, then the effectiveness of their work at the grassroots level has been improved. Teaching ethnic languages for staff working in highland and mountainous districts is necessary. Previously our motto of public mobilization in these areas was "3 together" (eating, staying, working together) nowadays "4 together" (eating, staying, working, talking together in ethnic language) with the people. According to statistics, in the period 2019 - 2025, there will be 900 officials and civil servants in Quang Binh who need to study ethnic minority languages. Teaching ethnic minority languages is a good condition for officials, civil servants and public employees to directly communicate and for direct socio-economic development in ethnic minority areas. Teaching ethnic languages is very practical for officials working in ethnic minority areas, as well as making practical contributions to preserving the speech, writing and culture of ethnic minority people. From 2010 to the present, Son La province has trained and fostered Thai ethnic language for more than 3,000 officials, civil servants, officials, soldiers, police and teachers of the districts of Thuan Chau, Quynh Nhai, Song Ma, Muong La, Moc Chau, Van Ho, Mai Son, Son La City (Luu Van Minh, Lo Mai Cuong, 2017).

Thoroughly grasp and implement the Prime Minister's Decision No. 771/2018 on Approving the Scheme on "Training of national knowledge for cadres, civil servants and public employees in the 2018-2025 period", of which by 2020 "At least 20% of cadres, civil servants and public employees of group 3 and group 4 of district and commune levels will come into contact with and work directly with ethnic minority people, who are trained in ethnic minority languages" and by 2025 "At least 80% of cadres, civil servants and public employees of group 3 and group 4 of district and commune levels will be able to directly contact and work with ethnic minorities. fostering ethnic minority languages ", the Committee for Ethnic Minorities issued a decision to set up a steering committee for teaching ethnic minority languages for cadres and civil servants in the period 2018-2025 and the Vietnam Academy for Ethnic Minorities is assigned to directly implement this important project

4.2. Some solutions in ethnic minority language training and retraining for cadres, civil servants and public employees in the coming time.

4.2.1. Solution 1: Propagating solutions to raise awareness of all levels, sectors, officials and people about the role and meaning of ethnic minority language training and fostering for cadres, civil servants and public employees.

Diversifying forms of propaganda to make ethnic minority people and officials working in ethnic minority areas to deeply aware of the role and meaning of the work of training and retraining ethnic minority languages for officials, associates teaching ethnic minority languages with preserving ethnic languages, preserving and promoting ethnic cultural values for the good implementation of ethnic policies, economic development, hunger eradication and poverty reduction, and bulding new culture life, new people in the current community.

Actively organize training classes, conferences, seminars and contests to exchange experiences on training, retraining and using ethnic minority languages in communication and teaching. Organization for managers and teachers of ethnic minority languages to visit, study and exchange experiences in localities with high results in language training and retraining ethnic minority officials working in ethnic minority areas.

4.2.2. Solution 2: Solutions to developing mechanisms and policies

- For Decision No. 53-CP of February 22, 1980 of the Government Council on the policy for ethnic minority scripts. In Section III: Organizing the implementation of Decision No. 53 / QD-CP to assign the People's Committees of provinces: "People's Committees of provinces,.... be responsible for:..... Decide plans for improvement or new construction of ethnic minority words in the province". This has caused inconsistency in the writing of a people, nationwide. Therefore, it is essential to revise the above clause of the decision. It is reasonable to assign the task of a central authority to agree on the writing of a specific ethnic group, throughout the country, to facilitate the work of ethnic minority language teaching.

- Strengthening the coordination between the Committee for Ethnic Minorities, the Vietnam Academy for Ethnic Minorities with the Ministry of Home Affairs and other ministries and branches with the local departments and branches to promote propaganda and better promote the responsibilities

of the Party committees and local authorities in implementing the content of teaching ethnic minority languages of the Prime Minister's Decision 771/2018-QĐ / TTg. At the same time, focus on fostering leadership skills and management capacity for the management staff, directing the training of ethnic minority language training for cadres, civil servants and public employees.

- Strengthening the inspection, examination, and good management of the organization of training and issuance of ethnic minority language certificates to cadres and civil servants in the provinces.

- Implementing an appropriate remuneration policy for both learners and teachers. In particular, fully implement regimes and policies for cadres and civil servants participating in ethnic minority language training and retraining. Establishing ethnic minority faculties or subjects at colleges and universities so that ethnic minority language teachers can be trained at all levels. To consolidate and step by step standardize the contingent of ethnic minority language teachers, meeting the current new requirements. There are priority policies, encouraging teachers and managers to speak ethnic minority languages, in order to encourage the movement to learn ethnic minority languages.

4.2.3. Solution 3: Solution of investigation, survey to identify needs, building a system of specific measures

- Investing heavily in researching, investigating and making a list of ethnic minority languages that have been taught and ethnic minority languages not yet taught to civil servants. Investigate and make a list of facilities and types of ethnic minority language classes across the country, as well as the number of ethnic minority language teachers and ethnic minority language teaching programs for civil servants. It is used as a basis for building a master plan, specific on training and retraining of ethnic minority languages for officials and public employees working in ethnic minority areas according to the annual plan on training and retraining of ethnic minority languages of Decision 771 / 2018- QĐ / TTg of the Prime Minister.

- Thorough study of elements of ethnic languages, situation of writing and existing written texts in ethnic minorities. Studying and developing scripts for ethnic groups that do not yet have written characters but are in need and have conditions to form their ethnic languages, to use such scripts to record ethnic minority speech and teach them to the

community, ethnic minority students and for cadres, civil servants and public employees working in ethnic minority and mountainous areas.

5. Discussion

In fact, the training and retraining of ethnic minority languages for the contingent of cadres, civil servants and public employees is currently facing many difficulties, limitations, requiring the attention and investment of the entire political system.

- Many localities in the country have not really paid attention to organizing the teaching of ethnic minority words suitable to each subject and each stage; At the same time, there is no satisfactory remuneration for ethnic minority language teachers in the community as well as supporting learning materials for learners. Some managers of the Departments and Offices of Education and Training do not yet know or know little of the ethnic minority language, so it is difficult to manage, direct and inspect. The number of ethnic minority language teachers is still lacking in terms of number, qualifications and pedagogical skills. The reason is that most teachers have not been formally trained. Facilities, equipment for the training and retraining of ethnic languages such as textbooks, documents, materials have not met the needs of teaching and learning. Training and retraining time for ethnic minority languages is very short, only about 3 to 6 months, the number of lessons is small, so the quality of learning is not high.

- The reality shows that the implementation of ethnic language policies is still inadequate. In 1980, we were not fully aware of the characteristics of linguistic situations in Vietnam, especially the distribution of languages and ethnic groups across the country when the Decision No. 53-CP was issued on February 22 / 1980 of the Government Council on the policy of writing of ethnic minorities, so when this decision came to life, there were many difficulties. Decision No. 53 / QD-CP assigns too large power to provincial People's Committees: "Provincial People's Committees ... Decide options for improvement or new construction of ethnic minority words in the province". This has caused the situation "province implementing thing at their own discretion and preference" in building, adjusting, improving, using ethnic minority writing in localities. Many provinces have difficulties in dealing with ethnic scripts that have been converted and improved with the lack of science and singularity of many localities. This

makes it difficult for state management of ethnic issues and languages. An ethnic minority group in our country can reside concentratedly in many different provinces, but according to Decision No. 53/1980 / QD-CP, each province has its own decision on writing construction for ethnic groups in the province. This will lead to inadequacies in unifying the same script for a nation throughout the country, making it difficult to teach ethnic minority languages. Specifically, according to the Ba Na teaching material used for cadres, civil servants and public employees in Binh Dinh province, the new Ba Na script has been transcribed, each region has different phonetic transcriptions, even those involved in the compilation and teaching also have some inconsistent phonetics and writing. This is also the common situation for the program of teaching other ethnic languages.

6. Conclusion

The Prime Minister's Decision No. 771 / QD-TTg of June 26, 2018, approving the Scheme on "Fostering of national knowledge for cadres, civil servants and public employees in the 2018-2025 period" It is clear that the training and retraining of ethnic minority languages is an extremely important task in the guidelines and plans for fostering ethnic knowledge and ethnic working knowledge for the contingent of cadres, civil servants and public employees to continuously improve the quality of work for the contingent of cadres, civil servants and public employees. In order to effectively carry out the above task, it is necessary to synchronize many solutions and the involvement of the political system from the central to local levels.

This article can be considered as a general study, from which towards more specific studies to offer positive solutions for selecting ethnic minority languages for training and retraining appropriate to each locality in ethnic minority areas; on building a contingent of ethnic minority language teachers; on ethnic minority language training programs and materials.

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ĐÀO TẠO, BỒI DƯỠNG TIẾNG DÂN TỘC THIỂU SỐ CHO ĐỘI NGŨ CÁN BỘ, CÔNG CHỨC, VIÊN CHỨC Ở VÙNG DÂN TỘC THIỂU SỐ

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Tóm tắt: Thực hiện Chi thị số 38/2004/CT-TTg ngày 09 tháng 11 năm 2004 của Thủ tướng Chính phủ về việc đẩy mạnh công tác đào tạo, bồi dưỡng tiếng dân tộc thiểu số đối với cán bộ, công chức, viên chức công tác tại các vùng dân tộc thiểu số và miền núi, 15 năm qua nhiều địa phương trong cả nước đã triển khai đào tạo, bồi dưỡng tiếng dân tộc thiểu số cho cán bộ, công chức công tác trên địa bàn và đã thu được những kết quả rất khả quan. Tuy nhiên, công tác này cũng bộc lộ một số hạn chế, bất cập, nhất là khi Thủ tướng Chính phủ ra Quyết định số 771/QĐ-TTg, ngày 26/6/2018 về việc Phê duyệt Đề án "Bồi dưỡng kiến thức dân tộc đối với cán bộ, công chức, viên chức giai đoạn 2018 - 2025", trong đó có nội dung quan trọng là đến năm 2025, tối thiểu 80% cán bộ, công chức, viên chức thuộc nhóm đối tượng 3, nhóm đối tượng 4 của cấp huyện, cấp xã tiếp xúc, làm việc trực tiếp với đồng bào dân tộc thiểu số được bồi dưỡng tiếng dân tộc thiểu số thì yêu cầu đặt ra đối với công tác này càng cao hơn. Trên cơ sở phân tích thực trạng của công tác đào tạo, bồi dưỡng tiếng dân tộc thiểu số cho đội ngũ cán bộ, công chức, viên chức công tác ở vùng dân tộc thiểu số, bài viết bàn về một số giải pháp để thực hiện tốt nhiệm vụ này, trong giai đoạn hiện nay.

Từ khóa: Vùng dân tộc thiểu số; Đào tạo, bồi dưỡng tiếng dân tộc thiểu số; Cán bộ, công chức, viên chức.