

The role of world cultural heritage in Vietnam in traditional cultural education for tourism students today

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ABSTRACT: Vietnam has a lot of cultural and natural heritages recognized by UNESCO as rich, unique and containing many traditional cultural values, which are valuable study destinations for tourism students. World cultural heritages in Vietnam play an important role in traditional cultural education, especially for tourism students. Learning and experiencing directly at heritage sites not only provide in-depth knowledge of history, culture, architecture and art, but also contribute to training professional skills and social awareness for students. In this study, we use qualitative and quantitative methods to study the role of heritage in traditional cultural education for tourism students with a case study at the National University of Arts Education. The purpose of the study is to understand the role of heritage in influencing students' awareness, knowledge, professional skills, cultural diplomacy, critical thinking and social responsibility. Thereby, solutions are proposed to educate students to understand the role of heritage, help them become the subject of promoting the value of Vietnam's world cultural heritage in the international community.

KEYWORDS: role, cultural heritage, education, traditional culture, tourism students

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I. INTRODUCTION

Heritage is not only a tourist destination but also an educational institution that helps tourism students deeply understand the history, culture, and heritage conservation of Vietnam. According to UNESCO research, all world heritage is divided into three types, including natural heritage, cultural heritage and mixed heritage. Cultural heritage is a collection of physical artefacts or heritage symbols from the past passed down to each culture; therefore, it belongs to all humanity (Pedersen, 2002). The Law on Cultural Heritage (2010) defines "Cultural heritage includes tangible and intangible cultural heritage, which are spiritual and material products with historical, cultural and scientific values, passed down from generation to generation in the Socialist Republic of Vietnam". Peter Howard(2002) stated that in the early 19th century, there were people who were passionate about and loved heritage and believed that cultural heritage conservation was beneficial to the public. The author also raises the question of why conservation is necessary. And which object is the conservation for? Conservation work is to preserve as completely and intact as possible, to retain the maximum value of heritage, and from there, exploit and promote the values of heritage in life; therefore, it is extremely necessary, even decisive in bringing heritage into the contemporary life. McKercher and Hillary (2002) define cultural heritage management as "the systematic care taken to maintain the cultural values of cultural heritage assets for the enjoyment of present and future generations". Smith (2006) states that heritage represents identity through a cultural process including experience, memory and remembrance. Ashworth (1994) mentions the triangulation between heritage, identity and tourism.

An in-depth understanding of world cultural heritage helps students develop the skills necessary for their career in the tourism industry, including tourism management, marketing and promotion. This provides a solid foundation for their career in the booming tourism industry. Through learning and interacting directly with cultural heritage, students are educated on the importance of cultural preservation, which helps them develop an awareness of protecting and preserving cultural values for future generations. Learning about Vietnam's world cultural heritage also contributes to enhancing national pride, and encouraging students to develop responsibility towards the community. Students are encouraged to participate in community activities to develop and promote Vietnamese culture. The role of heritage affects students' awareness, behavioral knowledge, responsibility and consciousness in preserving and promoting cultural values through world cultural heritage. World cultural

heritage in Vietnam is a space for educating and raising awareness of traditional culture for tourism students. To educate students about awareness, knowledge, professional skills, cultural diplomacy, critical thinking and social responsibility, with the advantage of being a cultural and artistic training institution with a tourism major, the National University of Arts Education is one of the prestigious and long-standing training institutions recognized by the state and society. The students majoring in Tourism will become cultural ambassadors because they are taught how to introduce, explain, and tell stories about these heritages in a professional and attractive way, in order to provide the best experience for visitors. Thereby, solutions are proposed to educate tourism students to be aware of cultural preservation, to become the subject of promoting the value of Vietnam's world cultural heritage in the international community. To achieve that goal, the study is conducted with the following research questions:

Question 1: What is the role of heritage in traditional cultural education for tourism students today?

Question 2: What are the solutions to effectively implement traditional cultural education for tourism students at world cultural heritage sites in Vietnam today?

The study conducts a survey of tourism students at the National University of Arts Education, and at some heritage sites such as the Central Sector of the Imperial Citadel of Thang Long - Hanoi; the Citadel of Ho Dynasty; Hoi An Ancient Town; Hue Imperial City; My Son Sanctuary. Educational activities at these heritage sites not only provide professional knowledge but also help students develop practical skills and a deep understanding of the importance of preserving and promoting the value of cultural heritage in the tourism industry. The research results are the basis for the research team to further affirm the role of heritage education in educating traditional culture for students, thereby solutions are proposed to effectively implement the role of heritage in traditional cultural education for students today.

II. LITERATURE REVIEW

According to the Law on Cultural Heritage passed by the 12th National Assembly of the Socialist Republic of Vietnam, "Cultural heritage stipulated in this Law includes tangible and intangible cultural heritage, which are spiritual and material products with historical, cultural and scientific value, passed down from generation to generation in the Socialist Republic of Vietnam" (1). According to Nguyen Viet Cuong (2022), the world cultural heritage is the crystallization of quintessence and intelligence of Vietnamese people, so that today, the world recognizes those heritages, evaluates those values as "outstanding global values". This is a cultural significance which is so special that it transcends national borders and can be of general importance to current and future generations of all humanity. In the region, there are many cultural centers that have developed brilliantly such as China, Japan, Thailand, etc.; however, Vietnamese traditional culture still affirms its own national characteristics, and is a great pride in the cultural traditions of our nation. Today young generation has the right to be proud of that, not at all unconfident, because our country is not large in land, not crowded in population, but has a strongly developed culture spanning many consecutive centuries. Traditional cultural education activities not only stop at teaching theory but also promote practical experience through tours to learn about cultural heritage and participate in activities at heritage sites, helping students understand more deeply about our origin and national identity. Many researchers are interested in this, such as the author Nguyen (2019) who states that Heritage education is a necessary task to build a cultural foundation for the young generation. Heritage education as well as creative programs by creative heritage education methods in recent times have brought improvements to this challenging field. In addition to traditional education, heritage education has gradually become a trend in a lot of educational institutions to educate learners to preserve the beauty of their cultural values.

In this study, the subjects of education are students. According to author Le Cao Thang (2014), students are the elite of the youth. From a scientific point of view, we must admit that the outstanding feature of students is the period when their personality is perfecting, their physical, mental and intellectual abilities as well as their civic qualities are developing, their ideals and moral beliefs are gradually being formed and are entering a stable state. According to Vu Thi Nho (2000), students actively participate in collective activities, like "public activities" as a way to assert themselves, they want to test their abilities through practical activities. Therefore, the values learned will crystallize into personal value orientations, which have a great influence on all their activities and outlook on life throughout their lives. Huynh. V. B et al. (2023) affirm the role of heritage education programs in the education system in Vietnam, especially at the higher education level, thereby assessing the positive values that heritage education brings to university students such as patriotism and nationalism.

¹Article 1, Law No. 10/VBHN-VPQH, Law on Cultural Heritage, the Office of the National Assembly merges the National Assembly's Law No. 32/2009/QH12 dated June 18, 2009 on amending and supplementing some articles of the Law on Cultural Heritage, effective from January 1, 2010; Hanoi, July 23, 2013.

For foreign authors, Van Boxtel et al. (2011) believe that heritage in education is a broad range of educational activities through material and spiritual heritage in an academic environment. Heritage education is not simply a subject that can be clearly stated in its related concepts and skills. Furthermore, Grever et al. (2012) consider heritage education as an approach to teaching history and culture, using information from the past as a main teaching resource to foster understanding of history and culture. Heritage education is actually closely related to the teaching of social sciences, in which the necessary participants are students with the environment, knowledge, use, enjoyment and dissemination of heritage as ways to express social and cultural identity of learners (Trabajo Rite & Cuenca-López, 2020). In a report presented to the European Parliament's Committee on Culture and Education (Gesche-Koning, 2018), it is argued that cultural heritage can be integrated with education in three ways: First, Education about heritage: learn about the historical past; Second, Education for heritage: understand the common experience of a community, and consider heritage as a set of shared values that need to be passed on to future generations; Third, Education through heritage: use heritage as a tool for learning the history; help students build knowledge and skills. McKercher and Hillary (2002) define cultural heritage management as "the systematic care taken to maintain the cultural values of cultural heritage assets for the enjoyment of present and future generations". The study is significant in exploring and clarifying the relationship between tourism and cultural heritage management, and emphasizes the importance of managing tourism and cultural heritage in a sustainable manner, in order to ensure that cultural resources are preserved while still generating economic development from tourism.

From the aforementioned concepts, the role of heritage in traditional cultural education is an indispensable part in forming and developing morality, personality and knowledge of students. To provide a more comprehensive view, within the scope of this study, we understand that heritage plays a major role for students in terms of awareness, attitude, skills, knowledge, and sense of responsibility in preserving and promoting cultural values in the development of the society and the country through the current world cultural heritage sites. Thereby, solutions are proposed to educate students to have a sense of conservation, become a subject of promoting the value of Vietnam's world cultural heritage in the international community. These will be the contents implemented in the study.

III. RESEARCH METHODS

3.1. *Synthesis and analysis method*

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

3.2. *Participatory method*

This method is applied directly at some heritage sites such as the Central Sector of the Imperial Citadel of Thang Long - Hanoi; the Citadel of Ho Dynasty; Hoi An Ancient Town; Hue Imperial City; My Son Sanctuary to survey the current situation as well as understand the role of heritage in educating traditional cultural values for students. The research team directly participates in the survey by playing the role of a tourist to observe the reality of heritage, experience with tourism students from many other universities studying at the heritage sites. In addition, we also participate in some extracurricular lessons as lecturers to guide tourism students of the National University of Arts Education through many diverse forms of activities such as forums, cultural exchanges, art performances, seminars, talks, cultural projects.

3.3. *Sociological investigation method*

In-depth interview: The in-depth interview method is used to collect opinions, qualitative data to recognize the role of world heritage in student education, some solutions to improve the effectiveness of student education through the opinions of experts. The subjects of in-depth interview are the State management agencies on heritage (specifically the Department of Cultural Heritage, the Ministry of Culture, Sports and Tourism), Management Board, researchers, tour guides at heritage sites, researchers and lecturers at several higher education institutions. In addition, in-depth interviews are conducted with 10 students, 10 people directly working at heritage sites such as researchers and tour guides, 5 researchers and lecturers at some higher education institutions. The interviewees' data from in-depth interviews will be processed using the methods of synthesis, descriptive statistics, comparison, and system analysis.

Questionnaire: Questionnaire is used to collect quantitative data to know the role of heritage in student education, some solutions to improve the effectiveness of education. The subjects of this method are 250 tourism students at the National University of Arts Education and at the heritage sites where students visit and study. The questionnaires are distributed at the heritage sites and the National University of Arts Education.

The total number of questionnaires distributed through the channels is 250, with 245 valid questionnaires collected. These surveys were conducted from December 2023 to September 2024. The data collected through the survey is quantified and processed using SPSS (Statistical Product and Services Solutions) software, which is a very popular data processing software and is widely used in social science researches, and the results will be presented in the form of charts and tables. These data are used to evaluate the role of cultural heritage and propose solutions for traditional cultural education for students at heritage sites today.

IV. EXPERIMENTAL RESULTS

The subjects of the survey include 250 students who participated in studying at the heritage sites and at the National University of Arts Education. The number of valid questionnaires after the survey is 245.

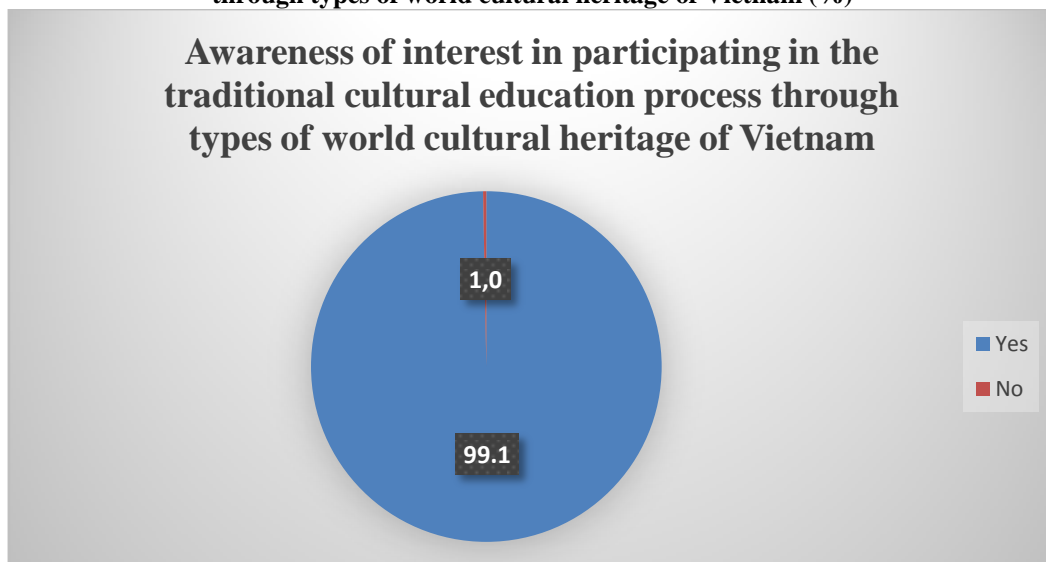
Table 1. Vietnamese tourism students as survey subjects, and the number of valid questionnaires

Some characteristics of the survey sample	Quantity	Rate (%)
Number of valid questionnaires	245	100%
Age group		
18 to 20 years old	175	71.0
20 to 21 years old	70	29.0
Gender		
Male	79	32.0
Female	164	67.0
Other	2	1.0
Total questionnaire forms		
Valid questionnaires of students participating in experiential learning	245/250	98.0

Source: Data from the author’s project code B2023-GNT-02 from December 2023 to September 2024

The survey results of the participants at the heritage site and the National University of Arts Education show that the application of traditional cultural education for students through heritage after distributing the questionnaire receive quite good results.

Chart 1. Assessment of awareness of interest in participating in the traditional cultural education process through types of world cultural heritage of Vietnam (%)

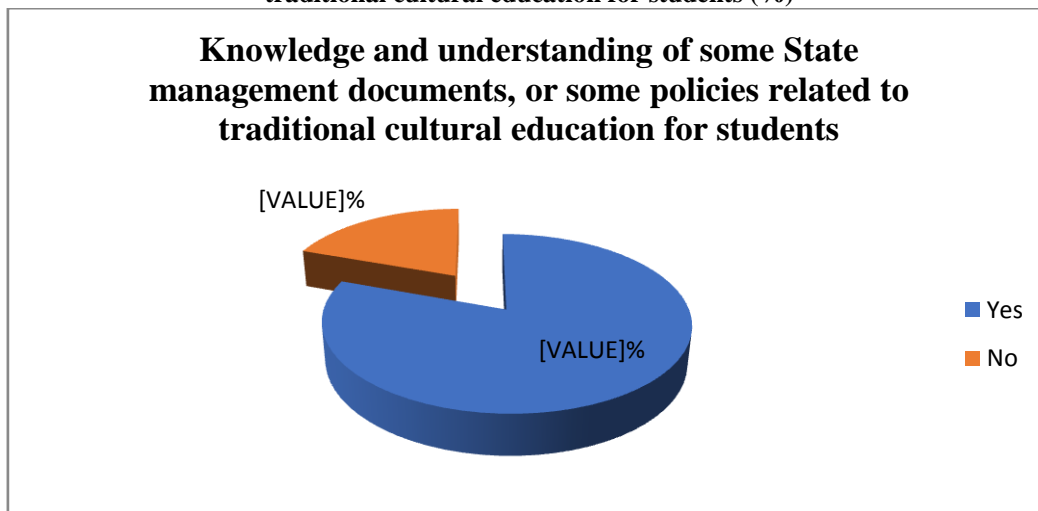


Source: Data from the author’s project code B2023-GNT-02 from December 2023 to September 2024

Assess the ability to understand and perceive the role of cultural value education at heritage sites through various forms such as conferences/ contests/ seminars/ cultural projects/ tours and workshops to attract students to actively participate in educational activities to develop students’ ability to actively and interactively participate, contributing to fostering their motivation to learn actively and stimulate interest in the cognitive

process. Assess the level of expression through students’ awareness, attitudes and behaviors after they participate in educational activities within the scope of this content. The author initially surveys a total of 245 valid questionnaires with the results as in the chart above. When asked whether they like to participate in the traditional cultural education process through the types of world cultural heritage of Vietnam or not, the majority of tourism students asked answer “Yes” (243 students, accounting for 99.1%), only few students answer “No” (2 students, accounting for 1.0%). Thus, it can be seen that the vast majority of students surveyed like to participate in the traditional cultural education process through the types of world cultural heritage of Vietnam. This shows that participating in the traditional cultural education process through the types of world cultural heritage of Vietnam brings many interesting things, thereby creating excitement in the learning process of most students in our country.

Chart 2. Knowledge and understanding of some State management documents, or some policies related to traditional cultural education for students (%)



Source: Data from the author’s project code B2023-GNT-02 from December 2023 to September 2024

When asked if they have knowledge of State management documents or some policies related to traditional cultural education for students, up to 80.5% of students answer Yes. This is a very high percentage when asked about whether they know about some State management documents or some policies related to traditional cultural education for students or not. The high rate of understanding of some State management documents or some policies related to traditional cultural education for students shows students’ interest in their university’s education of traditional cultural values through the types of world cultural heritage of Vietnam.

Table 2. Traditional cultural education through the types of Vietnam’s world cultural heritage brings knowledge to students (%)

Knowledge	Knowledge that students have gained after the experimental course	Rate %
	Quantity	
Knowledge of Vietnamese history and traditional culture	237	97.0
Knowledge of world cultural heritages	234	96.0
Architecture and art	198	81.0
Knowledge of customs and practices	231	94.2
Knowledge of conservation and sustainable development	227	93.0
Raising international awareness	217	89.0
Communication and tour guiding skills	242	99.0
Knowledge of social and cultural responsibility	232	95.0
Development of critical thinking skills	217	89.0

Source: Data from the author’s project code B2023-GNT-02 from December 2023 to September 2024

With the highest survey result of 99.0% and the lowest of 81.0%, we can see the role of traditional cultural value education through heritage, from which tourism students learn about the history of formation and development of heritages, the stories behind them and their importance in the context of Vietnamese history and culture. With this knowledge, students become tour guides who are able to tell stories, explain historical and cultural elements in a professional manner, which will attract tourists. World cultural heritages in Vietnam demonstrate the richness of architecture and art, from ancient construction techniques to decorative patterns and

architectural styles typical of each period. An in-depth understanding of architecture helps students analyze and explain the uniqueness of architectural works to tourists, as well as appreciate the value of heritage conservation. Learning about the conservation principles and practices helps students understand the challenges and efforts to protect heritage. Students can participate in the public awareness campaigns about the importance of cultural preservation, and participate in sustainable tourism projects. Learning through world cultural heritage helps tourism students contribute to promoting the image and culture of Vietnam to the world. Students can assist in developing nationally iconic and attractive tourism products that attract international tourists. Traditional cultural education through Vietnam's world cultural heritages not only enriches tourism students' knowledge but also helps them become cultural ambassadors, capable of introducing and protecting our country's cultural heritage. Students are equipped to contribute to the tourism industry, both developing the economy and preserving cultural values for future generations.

Table 3. Meanings of traditional cultural education through types of Vietnam's world cultural heritage for tourism students

Meanings	Quantity	Rate %
Improve knowledge and understanding of culture and history	234	96.0
Improve communication skills	216	88.1
Improve professional knowledge for tourism students	241	98.3
Enrich the cultural life of students	218	89.0
Help students be aware of preserving and promoting traditional cultural values	221	90.2
Help students love traditional culture	241	98.3

Source: Data from the author's project code B2023-GNT-02 from December 2023 to September 2024

The aforementioned table shows that the meanings of traditional cultural education through the types of world cultural heritage of Vietnam for students that are most chosen by respondents are: Improve knowledge and understanding of culture and history (96.0%); Improve professional knowledge for tourism students (98.3%); followed by the meanings such as Enrich the cultural life of students (89.0%), Improve communication skills for tourism students (88.1%), Help students love traditional culture (98.3%) or Help students be aware of preserving and promoting traditional cultural values (90.2%).

Table 4: How to support tourism students with knowledge about tourism culture to apply to their future work in the tourism industry?

Level	Quantity	Rate %
Great support	198	81.0
Moderate support	43	17.5
Little support	4	1.5
No support	0	0

World cultural heritage in Vietnam plays an important role in educating traditional culture for tourism students. It not only provides in-depth knowledge of history and culture but also equips students with the necessary practical skills that they can apply to work in the tourism industry. Table 4 provides a clear view of the level of support for tourism students to apply to their future work in the tourism industry. Only 1.5% answer that there is little support while 81% answer that there is a lot of support for them in their career. Students are taught how to explain and convey the stories, history, and meaning behind each heritage to tourists, thereby enhancing their experience and understanding of Vietnamese culture. This skill is very important for staff working in the field of tour guiding and heritage management. Notably, a small proportion of students, 17.5%, state that the program only supports them moderately, showing the role of heritage in traditional culture education for tourism students. Studying and interacting with world cultural heritage sites in Vietnam not only helps tourism students gain the knowledge and skills necessary for their future work but also helps them become conscious and sustainable preservers and promoters of traditional culture today.

Table 5. The necessity of traditional cultural education through types of world cultural heritage in Vietnam in current education at universities

	Quantity	%
Yes	245	100%
No	0	0
Total	245	100%

Source: Data from the author's project code B2023-GNT-02 from December 2023 to September 2024

Table 6. The importance of traditional cultural education through types of world cultural heritage of Vietnam to job requirements after graduation

	Quantity	%
Very important	215	88.0
Moderately important	24	9.7
Important	5	2.0
Slightly important	1	0.3
Unimportant	0	0
Total	245	100

Source: Data from the author's project code B2023-GNT-02 from December 2023 to September 2024

When asked about their assessment of the importance of traditional cultural education at university through the types of world cultural heritage of Vietnam with job requirements after graduation, the number of students answering Very important is 215 students, accounting for the highest rate, 88.0%. 24 students choose the answer of Moderately important, accounting for 9.7%. Important (5 students, accounting for 2.0%). The remaining assessments such as Slightly important or Unimportant all have very low rates of selection (0.3% and 0%, respectively).

Thereby, it can be seen that students in the survey assess that traditional cultural education at university through types of world cultural heritage of Vietnam is relatively important for the job requirements of students after graduation.

When asked if traditional cultural education through the types of world cultural heritage of Vietnam is necessary for current education at universities or not, 100% of tourism students participating in the survey choose the option Yes, with 245 people, accounting for 100%. This shows the appreciation of the necessity of traditional cultural education through the types of world cultural heritage of Vietnam for current education at universities by the students studying at those universities.

In addition, the research team also conducts in-depth interviews with Student N.T.N K2 (2) who says that "Through practical activities at heritage sites, I found myself developing skills in tour guiding and organization, as well as tourism management, and I saw the importance of cultural and historic preservation. As a future tourism personnel, I will strive to become a cultural ambassador, responsible for protecting heritage in a sustainable way". Moreover, the authors conduct an in-depth interview with the student N.T.T - K2, majoring in Tourism at the National University of Arts Education. She says that "Cultural heritage sites such as Ha Long Bay, Hoi An Ancient Town, and historical sites such as the Citadel of Ho Dynasty, are valuable resources that help me deeply understand the history, culture, and traditions of Vietnam. It is the important knowledge for me to be able to effectively introduce to tourists". For learning activities at heritage sites, local authorities support the above activities to develop in a synchronous, effective and harmonious manner, thereby tourism students who go on internships have been equipped with more knowledge, contributing to the preservation of traditional cultural heritages today. Thus, from the above research results and in-depth interview results, the actual situation analysis allows us to affirm that educating traditional cultural values for tourism students at world cultural heritage sites through extracurricular activities will create positive effects in preserving and promoting cultural heritage values in the context of contemporary society today. World cultural heritage in education and training helps tourism students to be well equipped with cultural knowledge and develop professional skills, contributing to enhancing Vietnam's position on the world tourism map, promoting economic development and cultural preservation in a sustainable way.

V. DISCUSSION AND SOLUTIONS

From the results of theoretical and practical research, the author has tested the rationale and feasibility of the study. Traditional cultural education through world cultural heritages in Vietnam not only enriches the knowledge of tourism students but also contributes to raising awareness, respect and preservation of these unique cultural values. World cultural heritages such as Ha Long Bay, Hoi An Ancient Town, and relics in Hue, are all vivid lessons about the history, culture and art of Vietnam. Through activities such as the incense offering ceremony at Kinh Thien Palace, seminars, specialized discussions, cultural workshops, competitions, sightseeing/experience tours, night tours, events (arts), cultural projects, through teaching practice and lessons, the seminars receive active support from students majoring in Tourism at the National University of Arts Education. Students enthusiastically respond, significantly improve the effectiveness in preserving and promoting cultural values, adjust their thinking, actions, and responsibilities towards heritage. Students are interested in learning through experiences such as implementing learning plans, solving problems by making well-founded inferences, citing specific cultural and historical values that needed to be clearer. When students

²Opinion of Nguyen Thu Ngoc, student of K2 Tourism, August 2024.

engage in activities, they prefer activities that allow them to be actively involved, they like to learn by observing and reflecting from different perspectives or points of view, new and unfamiliar ideas.

Through the survey results, we see that heritage plays an important role in the content of traditional cultural education for tourism students. By participating in educational programs and activities at heritage sites, students gain a lot of knowledge, awareness, and good skills for their future work in the tourism industry. Therefore, it is necessary to propose solutions to make traditional cultural education through the types of world cultural heritage of Vietnam achieve good results. With the aforementioned survey results, the research team organized a talk show to discuss the experimental results and propose solutions. The results from 200 online and in-person opinions of experts, researchers, students, lecturers, and tour guides with the content of the Role of traditional cultural education for tourism students from the practice of the National University of Arts Education, the solutions are proposed to enhance the role of world cultural heritage in Vietnam in traditional cultural education for tourism students through Vietnam's world cultural heritage as follows:

Table 7. Solutions to enhance the role of world cultural heritage in Vietnam in traditional cultural education for tourism students

No.	Solutions	Note
1	Integrating heritage education into tourism training programs	
2	Building experiential learning models in cultural heritage sites	
3	Experiential learning through seminars, scientific workshops, club and group activities, competitions, and art programs at heritage sites	
4	Using digital technology to widely promote and publicize traditional cultural values at heritage sites	
5	Cooperation and community dialogue on thematic topics at heritage sites	
6	Researching and developing souvenir products suitable for students at heritage sites	
7	Enhancing scientific research on heritage among students	
8	Enhancing coordination between educational entities at universities and heritage sites	

Source: Data from the author's project code B2023-GNT-02 from December 2023 to September 2024

Through Table 7, we can see the solutions proposed by the research team that need to be implemented to affirm the role of heritage in educating traditional culture for students effectively. The solution is to strengthen the integration of traditional cultural education into the curriculum, where students can learn about the history, significance and influence of heritage on global and local culture. Experiential learning programs such as visits and internships are built at UNESCO-recognized World Heritage sites and other cultural heritage sites in Vietnam. In addition, there is a solution to use digital technology to widely promote and publicize traditional cultural values at heritage sites. Develop digital content: Create online courses, mobile applications and interactive documents about world cultural heritage so that students can access them more easily. AR and VR technology: Use virtual reality and augmented reality to simulate experiences at heritage sites, helping students gain a deeper understanding of the values and ways to preserve these heritages. Furthermore, encourage students to undertake practical projects such as restoration, conservation or product promotion, helping them apply their knowledge in practice. Connect with the community and experts: Invite experts, artisans and community members to teach and share their experiences with students, helping them better understand the value and importance of heritage conservation work. Develop communication campaigns to raise awareness of the importance of cultural products and their role in modern society. Organize events, exhibitions, and workshops on cultural heritage to attract the interest and participation of students as well as the community.

Through the application of these solutions, students are not only equipped with knowledge and professional skills about cultural heritage but also develop a sense of responsibility and national pride, thereby contributing to the preservation and promotion of the value of Vietnamese and world cultural products. Moreover, the activities here also help students practice life skills such as teamwork, problem solving and effective communication. Hopefully, the aforementioned solutions will contribute to improving the quality of traditional cultural education through the types of world cultural heritage of Vietnam for Vietnamese students today.

VI. CONCLUSION

Vietnam is a country rich in cultural and natural heritage with many sites recognized by UNESCO as World Heritage Sites. These heritages are both attractive destinations for tourists and ideal learning opportunities for tourism students. In addition, these heritages are not only tourist destinations but also living classrooms where students can learn, experience and develop professional skills, contributing to the development of sustainable tourism in Vietnam. Through studying and interacting with Vietnam's world cultural heritages, tourism students not only gain in-depth knowledge of culture, history and conservation but also develop the professional skills necessary for their career in the tourism industry. This helps them become responsible tour guides, managers, and policy makers who are capable of making positive contributions to the

tourism industry and cultural preservation. Each tourism student of the National University of Arts Education in particular and tourism students of other universities in general join hands to preserve cultural values in a sustainable manner, bring great value and significance to the living environment around us.

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