

THE CURRENT STATUS OF HISTORY SUBJECT LEARNING: CASE STUDY OF ULIS MIDDLE SCHOOL

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Abstract: History holds a significant role in the identity of every nation. Nevertheless, in Vietnam, the study of History encounters numerous challenges, particularly when students exhibit a lack of genuine interest in the subject, perceiving it as dry and uninteresting. This predicament is not exclusive to the study of History at Middle School, University of Languages and International Studies, Vietnam National University, Hanoi (ULIS Middle School), as it grapples with similar issues. Specifically, the survey reveals that 56% of the students find the teaching methods to be less effective, and in some cases, entirely ineffective. Furthermore, the study indicates that the allure of the History subject is lacking, failing to ignite curiosity among learners. In response to these challenges, various solutions and recommendations have emerged from the study. These include initiatives such as investing in teacher training, curriculum development, integrating game-based learning into education, and enhancing extracurricular activities. These measures aim to address the identified issues and improve the effectiveness of History education at ULIS Middle School.

Keywords: history, education, improvement, boring, learning effectively

1. Introduction

Discussing the crucial role of the nation's history, President Ho Chi Minh articulated, “Our people must be acquainted with our history, understanding the precise origins of the Vietnamese nation, which spans over four thousand years. Our illustrious ancestors and brethren coexisted harmoniously, with Hong Bang recognized as the father of our country. In that era, our nation was known as Van Lang”. Affirming this perspective, the resolution of the Second Conference of the Party Central Committee, term VIII (1997), emphasized the heightened significance of social sciences and humanities, particularly Vietnamese and national history.

History plays an important role in preserving the values of each country and each people. Every person must understand their own origins, learn from the past so that they can appreciate the present life, and follow in the footsteps of their ancestors to build a more developed country. In the contemporary context, the efficacy of studying History appears to be compromised, as a considerable number of students express a dislike for the subject. They perceive History as unimportant and often find it tedious, uninteresting, and challenging to retain information. Reality shows that History is often hated by students, and at the peak point, from the high school graduation exam in Vietnam in 2011, there were thousands of zero points, this result was truly surprising for society (Ha, 2022). In the years from 2016 to 2021, History

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subjects are still the subjects with the most failing scores (Scores below 1 are called failing scores) (Ha, 2022). So, this situation is really considered a sad thing for society, when a subject that helps people understand their origins, arouses national pride, and patriotism is being taken so lightly.

With a society as strongly developed as today, the introduction of culture from abroad has never been so fast. If we do not develop a full understanding of our nation's history, will we be harmed and gradually forget our origins? The consequences would be truly perilous if this scenario were to unfold.

Students at ULIS Middle School, which has deep expertise in foreign languages, will probably also be the first generation of students to have a lot of exposure to the cultures of different countries. Therefore, studying History seriously becomes even more important so that students are not influenced or forget their origins before receiving information about the history and culture of other countries. At the same time, learning History well also helps students promote the image of the country to friends in many different countries through the language they are studying.

Because of these realities, this research was conducted to examine the current status of learning the subject of History of ULIS Middle School students. To consider whether students are having any difficulties in the process of studying History, and from there come up with more effective solutions in improving the quality of learning this subject.

2. Literature Review

2.1. The Subject of History

Regarding the concept of history, Peabody (1996) in the book “There Are No Slaves in France: The Political Culture of Race and Slavery in the Ancien Régime”, briefly summarized the meaning of History, he said “History is the story we tell it”, this implies that history is not just a list of events and dates, but it is also a living story that is a part of our lives. Victor Hugo in the book “Les Misérables”, originally published in 1862, gave a philosophical perspective on History when he said that “History is the echo of the past and the future, and the future is a reflection of the past”. Accordingly, history is not only the study of the past but also how we understand the present and the future. The past has created our present and will influence the future. Philosopher C. Marx in his book “The Communist Manifesto” published in 1848 provided a different perspective on history when he said that “History is a social existence from past to present”. He implies that history is not just a list of facts but also the struggles of social classes in the past, and it can help us gain a deeper understanding of society and politics. In short, History is a subject that studies the past of humanity, including human activities and human society. When we talk about history, we often explore and unearth events, incidents, and developments related to human life and society in the past. This means that history has a broad meaning and covers every aspect and aspect of society, and that is why an accurate and complete definition of history is often not easy.

According to Chi (2015), she pointed out that “students' attitudes toward learning History are expressed in three aspects: cognition, emotions and behavior”. In this study, students' attitudes toward learning History are often affected by a series of factors, but the most important factor is the content of the curriculum, followed by the teaching style of the teacher, learning motivation, habits, and self-study ability of students. These factors play an important role in forming and changing learning attitudes, and then the impact of other factors.

History is an important subject at the secondary school level in Vietnam, taking students on a journey to discover the past of humanity and society. The basic concept of History is the study and understanding of important events, and developments in History, from ancient to modern times. The content of the History curriculum at the secondary school level in Vietnam includes many important historical periods of the world and Vietnam, such as ancient History, Feudal History and Modern History. Students learn about important events such as the Russian October Revolution, World War II, and the Vietnam War. Students are also introduced to important historical figures.

2.2. The Current Situation of Learning History in Vietnam

Expressing opinions on the morning of August 18, 2012 in Da Nang, the Ministry of Education and Training coordinated with the Vietnam Association of Historical Sciences to organize a National Scientific Conference on teaching History in Vietnamese high schools, Professor Phan Huy Le said “for Vietnam in particular, History plays an extremely important role associated with the survival of the nation. The young generation grows up through general education without loving the nation's history, without a necessary understanding of the history and culture of the nation and humanity, without a national confidence, without inheriting the national traditions, how can we adjust the qualities of Vietnamese citizens. From that characteristic, History must be placed in its correct position and function in the general education system” (Hieu, 2015). It can be seen that studying History, knowing about History will help future generations better understand the nation's history and inherit the good virtues and traditions left by our ancestors, thereby strengthening the spirit, improving good qualities, and contributing to build a stronger country in the future. As Professor of History Do Thanh Binh, Hanoi National University of Education, said in Dan Tri newspaper dated May 24, 2022 “No one can abandon nation's history, no country can abandon its national history. Therefore, in my opinion, History should be a mandatory subject” (Lien, 2022).

Currently, History is considered a mandatory subject in the general education curriculum and has its own advantages in human training. Because every Vietnamese citizen needs to understand the country's history, especially in the current context of modernization and globalization, Vietnam as well as other countries must always have an economic development strategy, culture, and education to “integrate” but not “dissolve” and study History to understand the past and better prepare for future life.

According to survey results of the research on the current status of teaching and learning History in schools across the country. According to Liem et al. (2018), 31.78% of students are indifferent when studying History, 13.17% of teachers are not willing to invest in their lessons, showing a sad situation that most students do not like studying History. Causes are found as the theory of History is dry with too many contents, numbers, milestones, and events to memorize. The unattractiveness of teaching method in class makes students gradually lose motivation to study History. Over time, History has gradually lost its advantage, even becoming the “obsession” of students in every class or learning only comes from the students' desire to study for exams. The challenge becomes evident when considering the obstacles posed by dry knowledge and tedious teaching methods in fostering students' love for history and facilitating effective learning.

Reflecting on the History learning of ULIS Middle School, effective History learning becomes even more urgent when students are early exposed to the languages and cultures of many countries and regions. By comparing and contrasting the culture and history of Vietnam with that of other countries, students can serve as a bridge to promote and introduce Vietnamese

culture and history in the foreign language they are learning to friends in other countries.

2.3. Innovation in Teaching Methods

Innovation is a very popular term today, innovation is the way that we create something new and different from what we have done in both quantity and quality, thereby creating significant changes and improved efficiency of the matter. Brewer and Tierney (2012) and Evans (1970) said that innovation is success in applying a method or creating new value. Innovation requires steps from starting an idea, then implementing the idea and evaluating the results achieved. For education, when we apply innovation to education, the innovation can be a new pedagogical theory, new teaching methods, equipping new teaching support tools, or innovating the learning process. The desired result is to improve the quality of training and improve student learning efficiency (Serdyukov, 2017). So how can efficiency be measured, it can be measured by time and cost. Specifically, if the same results are achieved in less time and at less cost, it is considered effective. On the other hand, efficiency is when we can achieve more with less effort (Serdyukov, 2017). The US Department of Education (2004) also mentioned the use of new technology in the classroom to improve the quality of education. According to Serdyukov (2017), innovation can be tangible such as the application of technology, but can also be intangible such as teaching methods, teaching strategies or teaching techniques. In fact, educational innovation requires active combination and coordination from many stakeholders including learners, parents, teachers, educational managers, researchers and policy makers (Serdyukov, 2017).

In the study on research overview on teaching innovation, Sivarajah et al. (2019) mentioned many innovative methods in education such as learner initiative in learning, and group work. Accordingly, innovating education to increase learner initiative and interaction between learners through group activities is considered to increase effectiveness in education.

With discussed evidence, it is clear to see the important role of improving History subjects. The improvement should include updating curriculum content, promoting innovative teaching styles, encouraging positive learning motivation, and supporting students to develop study habits. Therefore, the implementation of the topic “The current status of learning History subject: case study at ULIS Middle School” is extremely necessary.

3. Methodology

3.1. Research Objective and Data Collection

The topic is implemented with three main goals including, first, an overview of the current state of learning the subject History in general. The second is to show the current status of learning History of students at ULIS Middle School through a survey. From there, find out the reasons why students do not like studying this subject. Next is to point out the advantages and disadvantages of students in the process of studying History at ULIS Middle School. Finally, we propose effective solutions to improve the effectiveness of learning History at ULIS Middle School.

The specific scope is to research on 400 students studying History at ULIS Middle School. The research was conducted in April 2023. The final number of valid responses collected was 365 out of 400.

3.2. Research Methodology

To conduct an overview of the current state of teaching and learning History in general and the specific state of research at ULIS Middle School, the research used specific methods including document research methods, personal questionnaire survey method, and in-depth interview method to conduct the research. These are considered suitable methods for the topic.

The document research method helps provide an overview of previous studies on the status of learning History in general at different levels as well as in different environments. To have a complete and objective view of the problem. The personal questionnaire survey method helps to learn more about the current situation as reflected by many specific individuals. And the in-depth interview method helps to learn more about each aspect of the research, which is reflected in specific detail through direct interviewees.

4. Analyze the Results of the Investigation at ULIS Middle School

4.1. Analyzing the Advantages of Studying History at ULIS Middle School

Through interviews with teachers teaching at the school, the research lists the advantages of learning History for students as follows. Firstly, in terms of facilities, the learning environment is often well invested and equipped, including libraries, modern classrooms, and modern teaching equipment. This facilitates research and grasping historical knowledge through images, drawings, and reference materials. The system of classrooms and function rooms has adequate lighting conditions, projectors, air conditioning, central speaker system, age-appropriate tables and chairs, and a reading room. Secondly, regarding the teaching staff, a team of professional and experienced teachers in teaching History plays an important role in imparting knowledge and skills to students. Thirdly, in terms of learning environment, the learning environment is often very diverse and international, allowing students to be exposed to cultural diversity and communicate in many different languages. This makes learning History richer and more interesting as they have the opportunity to compare and grasp a global perspective of History.

4.2. Analyzing the Difficulties in Learning History at ULIS Middle School

Students at secondary schools nationwide in general and students at ULIS Middle School in particular are facing many challenges and difficulties in learning History. History requires students to master a large amount of knowledge, including memorizing historical events, important people, and date details. In addition, teaching methods are not creative, making students uninterested. To clarify the students' current difficulties in studying History, this study conducted a survey at ULIS Middle School. The first survey question is as follows:

“What difficulties do middle school students studying History encounter?”

Here are some key points from our research results, first, in question 1, when evaluating the effectiveness of the teaching methods that teachers are using in class, only 11% and 8% of students rated it as very effective and effective, 25% of students rated it as quite effective, 33% of students rated it as less effective and up to 23% of students rated it as ineffective.

Table 1*Evaluating the Effectiveness of Teaching Methods That Teachers Are Using in Class*

No.	Question	1	2	3	4	5
1	The level of effectiveness of the teaching methods according to students' assessments	23%	33%	25%	8%	11%
2	The level of memorization of knowledge based on the teaching methods according to students' assessments	34%	24%	19%	11%	12%
3	The level of attractiveness of the teaching method that according to students' assessments	39%	29%	20%	7%	12%

** Note: Level 1: Very effective; Level 2: Effective; Level 3: Quite effective; Level 4: Effective; Level 5: Not effective*

Second, in question 2, when evaluating their level of knowledge retention through the teaching method, only 12% of students think it is very effective, 11% of students think it is effective, 19% of students found it quite effective, while 24% and 34% of students thought it was less effective and ineffective.

Third, in question 3, when evaluating the attractiveness of the teaching method, up to 32% and 29% of students think it is ineffective and less effective, respectively. 20% of students thought it was quite effective and only 7% and 12% of students thought it was effective and very effective.

The above results clearly show the difficulties in the process of learning History at ULIS Middle School. It seems that most students are losing interest in this subject due to the hindrance of knowledge that is dry, boring, and cannot be applied to everyday life.

4.3. The Current Status of Teaching History at ULIS Middle School

Concerning the personnel in the History department, ULIS Middle School currently employs three teachers, comprising one regular teacher and two contract teachers. All History teachers hold master's degrees in History Pedagogy and have been recipients of national excellent student awards at the high school level. ULIS Middle School encompasses four grades: 6, 7, 8, and 9. Grades 6-7-8 are following the new 2018 general education program, utilizing the Kite textbook set, while grade 9 adheres to the old program for the History subject.

In grades 6-7-8, History is integrated into History and Geography, with different teachers responsible for each subject. Student assessment methods in History are diverse, encompassing regular and periodic assessments. Regular assessments involve various individual or group methods such as questions and answers, presentations, 15-minute tests, and project files. Periodic assessments consist of one midterm test and one final exam, conducted as written in-class assessments with a duration of 60 minutes for grades 6-7-8 and 45 minutes for grade 9. For the new curriculum in grades 6-7-8, History and Geography teachers collaborate to develop examination questions.

The quality of History teachers at ULIS Middle School is currently evaluated through professional lesson observations by the Team Leader and the Board of Directors. Additionally, student feedback is collected through a link form at the end of each semester.

In this way, it can be seen that the quality of the teachers currently teaching history is very good. However, in terms of teaching methods, there doesn't seem to be any notable

innovation, and the approach remains quite traditional.

4.4. In-depth Interview Analysis

In direct interviews with students, most shared that History requires them to remember a lot of knowledge and events, while also having to deal with limited study time. In addition, most teachers are relying on textbooks as their main materials, and most teaching methods focus on copying information mechanically. Testing and assessment also focuses on memorizing many details about historical events, which makes the subject dry and unattractive.

The problem lies in stimulating thinking and creativity, as well as connecting historical knowledge with students’ daily lives. To improve this situation, teachers may need to consider more flexible teaching methods, including using diverse learning materials and developing more diverse assessment methods to ensure excitement and continuity. Collect more effectively from students.

On the other hand, our research conducted direct interviews with teachers teaching History at ULIS Middle School. According to the survey results, it can be seen that the general situation in teaching History today is that teachers mainly teach History through textbooks (a few teachers use electronic lectures or illustrative videos). At the same time, there are two common difficulties that teachers encounter: one is that the distribution of the History curriculum is too heavy on theoretical knowledge, leading to frequent “burned lesson plans”; Second, it is difficult to design lively, attractive lessons that attract the interest of students.

4.5. Causes of the Current Situation of Studying History Subject at ULIS Middle School

To find out the causes of difficulties while studying History, we designed the question as follows:

“What factors affect the learning of History for middle school students?”

Table 2

Objective Causes Causing Difficulties in Learning History for Students

No.	Causes	Much effect		Less effect		No effect	
		Obs.	%	Obs.	%	Obs.	%
1	Teaching methods are not appropriate	301	82%	50	14%	14	4%
2	The subject content is abstract and complex	215	59%	125	34%	25	7%
3	Interest and vision of History	204	56%	102	28%	59	16%
4	Lack of documents and rich resources	182	50%	108	30%	75	20%
5	Curriculum and textbooks lack creativity and are boring	255	70%	82	22%	28	8%

From the results of this question, we find that the objective cause is inappropriate teaching methods that cause the most difficulties in learning History for middle school students. The majority of students, i.e., 82% of the total students, said that this cause greatly affects their learning activities. This means that they feel the current method of teaching History is inappropriate or does not meet their learning needs. 14% of the total number of students said

that this cause had little impact on their learning activities, possibly because they found some teaching methods still partly useful but lacking in perfection. Only 4% of the total number of students said that this cause did not affect their learning activities. This may be because they have a unique learning style or feel that the History teaching method being applied is appropriate.

Another external reason is that “the curriculum and textbooks lack creativity and are boring” which also affects the learning activities of middle school students. This reason also plays an important role in causing difficulties in studying History for middle school students. One of the weaknesses of History curriculum and textbooks is the lack of creativity in presenting information. Frequently, they tend to present the content in a monotonous and rather theoretical manner, unable to imagine the actual connection of History with current life. This makes the learning process boring and difficult to attract students’ interest. Lack of integration between images, maps, charts, and text is also an issue. When relying solely on historical texts and figures, students may feel lost and have difficulty understanding and visualizing historical events and concepts. This can lead to studying History becoming quite dry and uninteresting.

Other reasons such as abstract and complex subject content, interest and vision about History also affect students' learning activities. History subject often involves abstract concepts and events, sometimes very complex, making it difficult for students to understand and absorb information. Having to grasp historical events, and historical thinking can be a challenge for middle school students. To solve this problem, appropriate teaching methods are needed to help students visualize and better understand historical concepts and events. In addition, students' "Interest and vision about history" is also an important factor. If students lack interest and vision in History, they may not seek out further information, do their own research, or participate in extracurricular activities related to History. This can lead to studying History becoming a forced and uninteresting task. To overcome this problem, teachers and schools can create opportunities to explore and promote students' vision of History through hands-on, discussion, and interesting history-related activities.

In addition, we also found subjective causes causing psychological difficulties in the learning activities of history for middle school students, including 7 basic causes with uneven levels of influence.

Table 3

Subjective Causes of Difficulties in Learning History for Students at ULIS Middle School

No.	Causes	Much effect		Less effect		No effect	
		<i>Obs.</i>	%	<i>Obs.</i>	%	<i>Obs.</i>	%
1	Due to timidity, lack of confidence, lack of personal motivation	106	29%	217	59%	42	12%
2	Due to lack of time for self-study and research	231	63%	81	22%	53	15%
3	Because I haven't found a suitable learning method yet	286	78%	68	19%	11	3%
4	Due to lack of encouragement and care from family	53	15%	74	20%	238	65%

5	Due to the pressure of studying and taking exams	272	75%	56	10%	37	10%
6	Due to lack of interest in studying	248	68%	63	17%	54	15%
7	Due to being attracted to social relationships/other activities	46	12%	72	20%	247	68%

For the reason “Because I haven't found a suitable learning method yet”, 78% of students said they had difficulty finding a suitable learning method for History. This may indicate that many students are having difficulty self-managing their studies and determining how to study History effectively. 19% of students think this problem has little impact on their learning activities. This may reflect some students' confidence in finding appropriate learning methods, or it may be that they had support from teachers or additional learning resources. Only 3% of the total number of students said that this cause did not affect their learning activities. This may be because they have found a suitable learning method and are able to manage their time and study materials well.

Besides, reasons such as “Due to the pressure of studying and taking exams”, “Due to timidity, lack of confidence, lack of personal motivation” also greatly affect students’ learning activities. Middle school students often face pressure from important exams such as the 10th grade entrance exam or the middle school graduation exam. Part of the reason is that favoring other subjects such as Math, Science, or English can help them achieve higher scores and is considered more important for the future career. Furthermore, if the way History is taught is not attractive and lacks connection to modern life, students may lose interest and find this subject unnecessary. History can be intimidating for some students, especially those who feel they do not have the ability or knowledge to succeed in the subject. Lack of self-confidence and personal motivation can make them feel uninterested or unconfident in their ability to learn History. This poses a challenge for teachers and education systems to create conditions for students to feel confident and motivate them to develop interest and motivation in the subject.

In addition, the reasons “Due to lack of interest in learning” and “Due to lack of time for self-study and research” also more or less affect the learning status. The reason “Due to lack of interest in learning” is often an important obstacle in learning History. History often involves learning a fair number of events, dates, and names, and if students don't find the topic interesting or relevant, they can easily lose interest and pay attention to the subject. This can make studying effectively more difficult. Besides, the reason “Lack of time for self-study and research” can also be a cause of difficulty in learning History. Students are often faced with many subjects and extracurricular activities, which can limit the time they have for independent research and study of History. This is especially important when it comes to learning about specific topics in depth or preparing for tests and exams.

The reason that least affects students' history learning activities is “Due to being attracted to social relationships/other activities” with 12% saying it has a lot of influence, 20% saying it has a little influence, and 68% said it had no effect.

5. Propose Solutions to Improve the Learning Situation of History Subject

Regarding proposed solutions, the research conducted in-depth interviews with teachers who are teaching History and students at ULIS Middle School about “What solutions should be applied to secondary school students, to improve the effectiveness of teaching and learning

at school?”, the interview results showed a number of suggested solutions from the interviewer, literature review such as the studies of Serdyukov (2017), Sivarajah et al. (2019), Brewer and Tierney (2012) and Evans (1970), and at the same time from the perspective of the researchers are as follows:

5.1. On the Social Side

The Ministry of Education and Training needs to invest in educational equipment, pedagogical equipment and regularly train and foster History teachers.

To promote effective learning of History, the education sector at all levels needs to: (i) increase investment in pedagogical equipment and regularly train, foster History teachers, and support active teaching methods; (ii) create a favorable environment for teachers to boldly innovate pedagogical methods; (iii) pay attention to and improve the working conditions of teachers, and have reasonable remuneration policies so that they can constantly improve the quality of teaching History. Besides, salary is always a topic that causes a lot of negative feedback in the education sector today when the basic salary of a history teacher does not meet their basic living needs. Because of low income, many teachers have to choose to quit their profession to find other jobs with higher salaries. It is the current situation of teachers' salaries that causes students to think a lot when choosing a major as history teacher education and the number of History teachers has decreased.

5.2. On the School Side

To improve the quality of teaching History for students at ULIS Middle School, it is proposed a series of specific and comprehensive solutions as follows. The school should review and update the History curriculum to ensure that it reflects trends and developments in the field. The program needs to be designed to be interesting and relevant to students' modern lives, while also enabling them to grasp basic and in-depth historical knowledge. It is recommended using educational technology such as computers, electronic whiteboards, and online materials to enrich lectures and help students interact with historical information. Technology can create engaging learning environments and encourage students to research and self-study. The school should encourage organizing extracurricular activities such as visiting museums, historical sites or even organizing historical competitions or exhibitions. These activities help students experience reality and apply historical knowledge to everyday life. The school encourages students to participate in competitions, research projects, or write essays on important historical topics. This helps them develop their research and creative skills and fosters a passion for History.

5.3. On the Teacher's Side

The first suggestion is that teachers should focus on consolidating and optimizing the curriculum to reduce the load of knowledge, focusing on the most important and interesting aspects. This makes it easier for lecturers to analyze and convey historical knowledge. Important aspects such as the development of society, culture and important historical events should be given priority. Teachers should also use a variety of teaching methods such as games, discussions, practice, or reference materials outside of textbooks. This helps students find the subject more interesting and they have the opportunity to apply knowledge in practice. For example, teachers use role-playing games to teach about the August Revolution of 1945. Students can assign roles to historical figures and participate in a fictional meeting at the Congress that founded the Socialist Republic of Vietnam. Through this game, students not only

gain a deeper understanding of historical events but also find it interesting and actively participate. Invest time in designing lively and engaging lessons. Teachers, in addition, can use photos, videos, actual historical documents such as notes, paintings, or interesting stories. This helps students visualize and connect more easily with events and people in History. Furthermore, teachers should proactively create an environment for students to participate in discussions about historical events and ask exploratory questions. Besides, they should encourage students to self-reflect and criticize to build awareness and critical thinking. Finally, today, the application of technology in teaching is no longer strange, so teachers should use more technology in teaching including electronic lessons, social media, and online resources. Technology can actually make studying History more interesting and help students access information more easily.

5.4 On the Student's Side

To improve History learning without causing boredom for ULIS Middle School students, the following solutions are proposed. Firstly, students should proactively apply and exploit information and technology media such as videos, documentaries, and related applications to learn about historical events. Students should be more active in learning History through some outdoor activities or combine history with culture and language subjects to promote multidimensional understanding. Students should create discussion groups, participate in games, and ask questions together to stimulate thinking and curiosity. Next, students can use interesting materials such as historical maps or play historical games to create fun, helping to better understand events and battles in Vietnamese History.

6. Conclusion

The Ministry of Education has promoted updating History teaching content and made History a mandatory subject in the curriculum. These changes have significantly affected the process of teaching and learning History for students at all levels. The main goal of this study is to provide detailed information about the current situation of learning History in general and specifically at ULIS Middle School. Furthermore, this study also analyzes and evaluates the current status of learning History and propose methods to improve the quality of learning and teaching.

Regarding the current situation, the study has tried to fully describe the current situation of learning History of students at ULIS Middle School. Based on theoretical and practical research, the authors have proposed a series of specific measures to improve the effectiveness of historical learning at ULIS Middle School. These solutions include improving facilities, pedagogical equipment, teaching methods, promoting learning motivation, changing learning attitudes and proposing different specific measures to ensure that students have the opportunity to learn History effectively and that their learning performance is improved.

The findings of this study are expected to be applied and implemented at ULIS Middle School for the sake of improving the quality of learning History. However, this research also has some limitations and shortcomings such as lack of in-dept research into each research subject group. Those shortcomings are expected to be improved in another research in the near future.

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**THỰC TRẠNG HỌC TẬP MÔN LỊCH SỬ:
TRƯỜNG HỢP NGHIÊN CỨU TRƯỜNG THCS NGOẠI NGỮ,
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ,
ĐẠI HỌC QUỐC GIA HÀ NỘI**

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Tóm tắt: Lịch sử luôn là một phần quan trọng của mỗi quốc gia. Tuy nhiên, tại Việt Nam, việc học Lịch sử dường như vẫn còn gặp nhiều khó khăn khi học sinh chưa thực sự hứng thú với môn học và cảm thấy môn học khô khan, nhàm chán. Học Lịch sử tại Trường THCS Ngoại ngữ, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội cũng không nằm ngoài thực tế đó khi đang gặp phải những khó khăn nhất định. Cụ thể, 56% học sinh được khảo sát đều đánh giá phương pháp giảng dạy ít hiệu quả, thậm chí không hiệu quả. Nghiên cứu cũng cho thấy, tính hấp dẫn của môn Lịch sử chưa cao và chưa tạo được hứng thú cho người học. Từ đó, nghiên cứu đã đề xuất một số giải pháp như: đầu tư bồi dưỡng đội ngũ giáo viên, phát triển chương trình, sử dụng công nghệ trong giáo dục, tăng cường hoạt động ngoại khóa, nhằm nâng cao hiệu quả giáo dục trong học Lịch sử.

Từ khóa: Lịch sử, giáo dục, cải thiện, nhàm chán, học tập hiệu quả