

Use of Inter – Sector Approach in Teaching Specialists in Social Science and Human in Vietnam – From Historical View

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Abstract: In the current context, with the continuous development of digital technology 4.0 and AI, the social sciences and humanities majors need to change approaches in teaching, transformation and combine multi-method, interdisciplinary in teaching.

Approaching from a historical perspective, the article analyzes the transformation and operation of the interdisciplinary approach in teaching and research in social sciences and humanities in Vietnamese universities. The above research results confirm that the interdisciplinary approach in teaching and research in the social sciences and humanities is an inevitable trend in the context of university autonomy in Vietnam and responds to the changing the world today.

Keywords: Social science and Humanities, teaching, interdisciplinary approach

INTRODUCTION

Innovate teaching methods, after all, is to innovate ways and approaches to make the teaching effectiveness in the social sciences and humanities achieve the desired results.

The interdisciplinary approach has become an inevitable and necessary trend to solve problems of science and practice. Moreover, interdisciplinarity is not only an approach but has actually become new sciences. Interdisciplinary science strongly promotes creativity when the concepts, methods and theories of many sciences are strongly linked. An interdisciplinary approach refers to a form of collaborative and integrative orientation among researchers from different scientific disciplines (Hadorn, Gertrude Hirsch, et al, 2007: 248); Jacoby (Jacoby, 1990), Kaufman (Kaufman, 1993), Godard (Godard, 1994), Kimmel (Kimmel, 2000); The History of Industrial Relations as a Field of Study, Carola Frege (2007).

In the current context, with the continuous development of digital 4.0 technology and AI, the social sciences and humanities majors need to change approaches in teaching, change and combine multiple methods, interdisciplinarity in teaching. Highlights in the training of social sciences and humanities at Vietnamese universities are the approach to the liberal education philosophy, promoting the initiative and self-study of learners; appreciate practice - practice and

pay attention to developing skills for learners; One factor that also shows the changing approach to teaching of the humanities and social sciences is the application of digital technology achievements in teaching and research.

LITERATURE REVIEW

Innovating teaching methods specialized in social sciences and humanities are interested in researching from many different perspectives. In the scope of this explanation, we only ask for permission to point through some perspectives, methods, and research works in foreign countries.

Referring to innovative teaching methods, first of all, Programmer for Internatonal Student Assessment - PISA, 2000 is a program of survey, research, evaluation of teaching and learning in Germany. Research has shown shortcomings of German education in general, and teaching humanities and social sciences in particular. And this study is likened to a "PISA shock", which has become a boost to German education reform since 2000; and put a heavy burden on the social sciences and humanities in the teaching orientation "capacity building".

Nationnal Curriculum Framework defines the purpose of teaching social science is to improve learners' understanding about society, providing social, cultural, analytical skills to adapt to a rapidly changed world, and interdependently to solve problems in political, economic and social practice. According to Nationnal Curriculum Framework, the teaching of Social Sciences includes three main content circuits: History, Geography, Political Life and Social (Social and Political Life).

Nationnal Curriculum Framework focuses on: Encourage learners to think and help them develop problem solving skills - questioning high thinking skills; Life skills: critical thinking, effective communication, creativity, civic responsibility, self-awareness, emotional restraint, interpersonal relationships, empathy, observation; Problem solving skills; Ask Value-based questions. The work Big Ideas History (Oxford University Press) - a history book of big ideas, is assessed very successfully in developing learners' knowledge, understanding and skills and connecting ideas directs learners to practice, connect reality, and attach reality to life.

Jochen Huhn in *Theoretische Grundlagen* (Grundlagen Theory - German) argues that historical and social awareness is influenced by the "narrative" view of the historian, journalist, so that leads to difference between real history and historical perception (Jochen, 1995) Jochen Huhn and a number of other scholars (Johann Martin Chladenius) made a "multi-point of view" asking the researcher to be "willing to consider a problem from different points of view" (Ann, 1997), willing to accept that there are different perspectives, different views on past events and phenomena, besides their own views and that these views are equally valid.

Besides, a number of other authors also proposed the innovation of teaching methods, in general, teaching the social sciences of humanities at university level, in particular, scattered in works: Charles C Bonwell and James A. Eison - 1991, in Active Learning project (Active Learning); David E. McNabb (2009), Research Methods for Political Science (Research Methods for

Political Science); Knottnerus, J. David; Guan, Jian (1997) Analytical Strategies, Developments and Assumptions (Analytical Strategy, Development and Assumptions); Tobias Andersson (2016), Rationality in educational choice - A study on decision-making and risk-taking in academic settings - A study on decision-making and risk-taking in the environment academic); David R. Shans, Riachard J. Suney and John D. McCarthy (2002), A retest of Probability and reasonable choice, Journal of behavioral decision making; Donatella della Porta, Michael Keat (2008), Approaches and Methodologies in the Social Sciences (Methods, Methodology in Social Sciences).

In Vietnam, research and research on university teaching methods are conducted a lot at universities and research institutes.

The teaching and learning work follows the philosophy of a positive integration, so the contents of "Innovating teaching and learning in the social sciences and humanities group" are deployed in that direction. This is also a project that we refer to and inherit.

The current popular concept of Vietnamese universities is to equip learners with as much knowledge as possible so that they can have a solid foundation upon graduation, so the role and position of students are not truly focused on. Teaching methods and forms are still quite out of date. The results of a field survey by the National Academy of the United States in 2006 commented on Vietnam's university teaching and learning methods as follows: "Teaching methods are ineffective, too dependent on lectures, and use less active learning skills, resulting in little interaction between students and faculty inside and outside the classroom; too much emphasis on memorization of knowledge without emphasis on conceptual learning or advanced learning (like analysis and synthesis), resulting in superficial rather than intensive learning; students learn passively" (Pham, 2014). According to the author Pham Cong Nhat: "The innovation of teaching methods in universities in our country today is sometimes only superficial. Teaching facilities, such as projectors, videos are only aids to improve teaching quality, the most important thing is the realization that education must be creative and responsible. It is shown through the improvement of methods and curriculum that have not been focused" (Pham, 2014).

Hanoi Pedagogical University (2017), the International Science Conference to train and foster teachers in history to meet the requirements of curriculum and textbook renewal, National University Publishing House, Hanoi. This is a valuable international conference proceedings. The books are presented under 4 topics of the seminar, attracting hundreds of domestic and foreign researchers and educators. This work is exploited in the direction of inheriting innovative methods in the social sciences and humanities.

In general, the works emphasize the beneficial role of learners, requiring teachers to create learning opportunities through diverse activities, to stimulate students to explore, to apply, to analyze, and to evaluate ideas; to have active teaching methods, aiming to bring into play the initiative of learners; to build motivation to study and to form lifelong learning habits.

Besides there are many works that are worth reference and comparison for researching the topic: Phan Ngoc Lien - Tran Van Tri (editor - 2000), Teaching methods of history, Education Publishing House, Hanoi; Nguyen Ngoc Kha (2015), Innovating teaching methods for political theory subjects according to the approach to scientific competence and pedagogical quality of students of the Ho Chi Minh City Pedagogical University, Journal of Science Ho Chi Minh City University of Education No. 3 (68) in 2015; Ministry of Education and Training (2006), General Education Program. General issues, Education Publishing House, Hanoi; Ministry of Education and Training (2005), Education Development Strategy 2001 - 2010. Education Publishing House, Hanoi; Victor Jakupec - Bernd Meier - Nguyen Van Cuong (2006), High school education development project: Innovating teaching methods towards promoting awareness positivity of high school students. Some examples for the subjects, project product documents of the teaching method experts group.

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RESULTS AND DISCUSSION

1. Interdisciplinary approach

Currently, the interdisciplinary approach in science has become a popular concept, stemming from the fact that many new problems of high complexity, which require knowledge of many disciplines to be solved.

In terms of nature, subdivision and depth are the laws of development of specialized sciences that help people to have a deep understanding of the natural and social world. However, the specialized sciences have certain limitations by division and isolation. Therefore, the interdisciplinary approach in research helps to make human perception of society complex and multidimensional to become more complete and comprehensive. In the context of globalization in the digital economy era, which puts Vietnam in the flow of integration with the general trends of the world, the interdisciplinary approach in research and teaching in the social sciences and humanities is increasingly the interest of many training and research institutions.

From the perspective of the history of teaching methods, it shows that from the nineteenth century, the interdisciplinary approach with the perception of science needs to expand, link, penetrate together to reach the common goal in the research object perception. Interdisciplinary research is interdisciplinary research, which is a combination of disciplines and disciplines. Interdisciplinary approach in science is a way of organizing and conducting research using views, knowledge and research methods of a group of experts from different disciplines to solve the problem in the most comprehensive, objective and effective way (University of Social Sciences and Humanities, 2009). It is the synthesis of knowledge of many disciplines and

disciplines, the process of linking, establishing reciprocal relationships, regulating and interacting among the methods and processes of linking, establishing reciprocal relationships, regulating and influencing each other between the methods and processes of many different experts. An interdisciplinary approach differs from a specialized approach, which uses the methods and processes of multiple disciplines separately and independently.

Many French and Vietnamese scientists in the seminar on interdisciplinary research in the social sciences and humanities held at the University of Social Sciences and Humanities (Hanoi National University) said that scholars Nguyen Van Huyen, Dao Duy Anh has effectively used interdisciplinary research in their research projects and became the first to lay a solid foundation for this research method. According to these researchers, interdisciplinary research is the need, attribute of all social sciences and humanities, of the sciences of Vietnamese history and culture. This attribute is defined objectively, is the nature of the relationship, the common relationship process between things and phenomena (University of Social Sciences and Humanities, 2009).

In the world, many educational researchers in the US have approached interdisciplinary and multidisciplinary, such as: Jacoby (Jacoby, 1990), Kaufman (Kaufman, 1993), Godard (Godard, 1994), Kimmel (Kimmel, 2000). In which, Jacoby and Kaufman are institutional economists who have used interdisciplinary approaches, such as behavioral science, pragmatic science, and public policy-oriented studies, labor market institutions. Before the strong development of science and technology, in the early years of the twentieth century, American scientists with an interdisciplinary approach expanded human resource management activities to other issues such as capital, jobs to formulate scientific governance principles (Frederick W. Taylor, 1911). Some scholars adopt liberal values and continue to support progressive ideology of reform capitalism and promote the role of human resource managers in the conflict of interest settlement relationship between employees and employers, based on which they propose regulations on industrial relations, and close the collective agreement between the employee and the employer (Kimmel, 2000: 6).

In general, the interdisciplinary approach to university research and teaching is closely linked with the progressive social reform movement. The interdisciplinary approach to the research on innovation of educational method requires scholars to have a diverse, interdisciplinary approach from economics, psychology, to politics to solve political, economic and social problems to maintain social stability and the interests of capitalism in America (Kaufman, 2004:121).

Typical in research and teaching in Germany about the multidisciplinary approach are Karl Marx, Max Weber, Lujo Brentano and Goetz; when considering and evaluating a certain problem, they often apply methods of sociology, law, political science. Since the mid-nineteenth century, the interdisciplinary approach has been very popular in Germany (Keller, 1996:199). By 1928, at the Technical University of Berlin (Keller, 1996; Mueller-Jentsch, 2001) the problem of an interdisciplinary approach towards "industry - sociology". In the 1970s, Germany attempted to use an interdisciplinary approach to account for core problems in policy, social structure, and

labor market (Baethge and Overbeck, 1986; Kern and Schumann, 1984; Schumann et al., 1994) attracts a wide range of research done by researchers of specialties: industrial sociologists, lawyers, political scientists, business administration scholars, and economists (Frege, 2005).

From the perspective of industrial sociology, German scholars have connected social philosophy and sociology in general with reality (Mueller-Jentsch, 2001: 222; Schmidt et al., 1982). With an interdisciplinary approach, Max Weber initiates sociological research under the auspices of Verein fuer Socialpolitik. This is an experimental study of large German companies in the late nineteenth century. Verein fuer Socialpolitik was founded in 1872 by the old school research institute in Germany.

For German scholars, with an interdisciplinary approach, they have a common belief that democracy is not only institutional, but also needs a cultural foundation in society - according to the V. Friedeburg Institute (1997: 26). However, they also fear that too strong class conflict could jeopardize democratization or jeopardize potential for reform.

In summary, the interdisciplinary approach in science is a way of organizing and conducting research using the views, knowledge and research methods of a group of experts in different disciplines to solve a problem comprehensively, objectively and effectively. The role and importance of interdisciplinarity in science stems from the need to solve real-life problems.

2. Interdisciplinary approach in teaching humanities and social sciences

2.1. Interdisciplinary approach in teaching humanities and social sciences at Vietnamese universities

The interdisciplinary approach in teaching specialized in social sciences and humanities aims to meet the positive integration teaching methods and transform the university autonomy model of universities in Vietnam today. The interdisciplinary approach to teaching the humanities and social sciences depends on the educational philosophy, goals and mission of universities. For universities with a long history of training in social sciences and humanities with an approach that emphasizes practical models - practice, experience and scientific research. In addition, the above universities also guide students to develop self-study and self-research through the University's research projects and programs in association with domestic and foreign enterprises and research organizations. The application of the developmental achievements of digital technology and access to online teaching models are also operated in the training of social sciences and humanities at the above universities. The interdisciplinary approach in teaching the above-mentioned social sciences and humanities is mainly developed at University of Social Sciences and Humanities (Hanoi National University), University of Social Sciences and Humanities (Ho Chi Minh City National University).

At the University of Social Sciences and Humanities (Hanoi National University) with the mission to take the lead in training high-quality, high-qualified human resources; researching, creating and disseminating knowledge about social sciences and humanities, serving the cause of national construction and defense and international integration, at present, the University is

operating many new models in teaching. Teaching majors, such as online learning model through exchanges between students at domestic and foreign universities. Adapting to the context of the Covid-19 epidemic, in response to the University's policy of technologyization of teaching and learning activities, students of the Department of Japanese Studies, Faculty of Oriental Studies actively participated in online exchanges with partner universities in Japan. Two groups of Japanese students from Japanese majors have participated in online exchanges with students of Senshu University, Ishinomaki Senshu University and Kyoto Sangyo University (University of Social Sciences and Humanities - Hanoi National University, 2020).

In addition, the University of Social Sciences and Humanities (Hanoi National University) also regularly organizes research discussions from an interdisciplinary perspective. This helps teachers to develop an interdisciplinary approach to teaching. Typically, the scientific seminar "Vietnam upland research: History and interdisciplinary approach" was organized as an attempt to supplement and define the position of uplands in the historical flow of Vietnam based on Professional background in History, Anthropology, Cultural Studies, Literature about the uplands of Vietnam ... The above discussion also helps to develop an interdisciplinary approach in teaching the History of the schools (Tran, 2020).

The transformation of the traditional teaching model to a modern teaching model with an interdisciplinary approach has also been vigorously implemented at the University of Social Sciences and Humanities (National University of Ho Chi Minh City). With the philosophy of creativity, leadership and responsibility, which emphasizes the issues: renewing knowledge and creating new knowledge, promoting the spirit of liberation; continuous innovation and improvement in all activities; orient and lead the community and society to develop harmoniously and sustainably; pioneering, proactively overcome challenges. The University of Social Sciences and Humanities (National University of Ho Chi Minh City) develops learners to do the most practical things in their training journey: determine study plans, practice training. take good care of yourself; firmly grasp the knowledge that the teacher teaches; promote self-study, self-study, reasoning spirit; have a lot of personal experiences to identify their strengths and shortcomings to promote and overcome; Learn foreign languages very well and especially train me to adapt to changes in a multicultural environment, in the environment created by the 4.0 technology revolution (Ngo, 2020).

The University's teaching approach is also oriented to practical models, experimental activities and scientific research; In addition, the University also directs students to participate in startup competitions and develop their own strengths through the philosophy of liberal education. At the University of Social Sciences and Humanities (National University Ho Chi Minh City), many teaching models in an interdisciplinary direction were also opened. For example, in the field of Anthropology, students experience studying and researching in many localities in the South under the guidance of lecturers who have extensive experience in teaching and research. Or in Cultural Studies, students experience studying and researching in Phu An bamboo village (Ben

Cat, Binh Duong). The experiential activity helped the students to understand traditional economic, cultural and social activities of Binh Duong people; through which learners form research ideas in Phu An bamboo village.

Changing the interdisciplinary teaching model in teaching the humanities and social sciences is also deployed in other disciplines. During the discussion to improve the capacity of Korean language teachers, the school proposed to organize Korean cultural experience programs for Korean language students (Tuong, 2020).

Interdisciplinary approach in teaching social sciences and humanities towards the development of learners' skills towards how learners can meet the needs of the labor market, some universities into institutes / research centers / start-up centers that develop learners' skills and knowledge. This model is operated in universities: Hoa Sen University, Duy Tan University, Ton Duc Thang University, Ba Ria - Vung Tau University, Dalat University.

At Hoa Sen University, with the introduction of the Service-learning model with Liberal Education subjects, Service-learning subjects are being deployed, including: Social responsibility of the organization; Green community building. The special feature of Service-learning subjects is that: at least 1/3 of the course time (about 15 periods), students will apply the academic knowledge and skills acquired at Hoa Sen University to support development or serving community needs in a particular community (orphanages, social protection centers, homes, start-ups ...) to learn from situations real-life and develop skills to plan, execute plans, actively interact with people and team leadership. After that, students will share their experiences with lecturers and together to draw out experiences as a luggage for their future careers (Hoa Sen University). It is the subjects of this model that create new points in teaching social sciences and humanities at Hoa Sen University. In addition, lecturers specializing in the social sciences and humanities also have access to modern teaching methods such as Mlearning; BigBlueButton...

A new interdisciplinary approach to training and teaching in humanities and social sciences is also being operated at Thu Dau Mot University. The interdisciplinary approach to teaching the social sciences and humanities at Thu Dau Mot University is built on the foundation of a liberal education philosophy that emphasizes the "aspiration, responsibility, and creativity" operating active integrated teaching methods and applying many advanced educational quality models (CDIO, AUN-QA). Test steps are implemented in training disciplines such as International Studies, Social Work, Literature, History, Law ... towards the development of self-study and learners' freedom. Responding to the above approach, the University designs a multi-stage training program based on the development of learners' skills, interests and strengths. The design of open training phases in the humanities and social sciences of the University allows learners to freely choose a major of study after their time.

In addition to designing an interdisciplinary curriculum, the social sciences and humanities majors of Thu Dau Mot University also enhance practical, practical and experimental subjects.

Approach to online teaching methods and applying the development achievements of digital technology are also operated in the teaching of social sciences and humanities.

The interdisciplinary approach in teaching humanities and social sciences at universities is an inevitable trend in the context of university autonomy in Vietnam. The shift towards an interdisciplinary approach training model in the humanities and social sciences depends on the philosophy of development, training objectives and the status of universities. The common point of the interdisciplinary approach in teaching the social sciences and humanities in universities is the application of subjects, practical activities, practice; applying digital technology achievements in research and teaching; educate, liberalize and develop students' skills and strengths; self-study and freedom in teaching - learning.

2.2. Interdisciplinary approach is inevitable in teaching social sciences and humanities

In Vietnam and many countries around the world (USA, Anh Duc, India ...), there have been many achievements in interdisciplinary approach in research and teaching, proving that the interdisciplinary approach is the need and belongs to the nature of all social sciences and humanities, is the nature of the relationship, the common relationship process between things and phenomena.

Currently, Vietnam and many countries around the world have been forming multidisciplinary and interdisciplinary approaches to university research and teaching such as sociology, philosophy, politics, and psychology, economics. At the same time, in research and teaching also put issues related to their majors such as: policy, law, social psychology to solve many different problems in life. The interdisciplinary approach to innovating research and teaching activities in Vietnam today is to increase the autonomy of faculty, respond to the trend of university autonomy, adapt to the industrial revolution 4.0, exploiting the strengths of multi-disciplinary multidisciplinary, promoting students 'creative and entrepreneurial capacities, equipping skills, training students' qualities.

In order to implement the interdisciplinary approach in research and university teaching in Vietnam today, it is necessary to form a contingent of research and teaching staff with in-depth knowledge of a scientific discipline, but integrate knowledge related to sciences: philosophy, history, politics, psychology, economics. At the same time, research links among sociologists, historians, philosophers, politicians, psychology study, economics. The person with deep specialized knowledge (certain) is required to have knowledge of multidisciplinary, interdisciplinary - this is a dialectic relationship.

The multidisciplinary and interdisciplinary approach will also expand the scope for graduate students and graduate students to easily choose the topic. It is necessary to build a system of multidisciplinary and interdisciplinary theses and theses in postgraduate training. Interdisciplinary approach is a common trend of the world, to avoid lagging Vietnam needs to promote domestic and international cooperation in research and university teaching.

In summary, the interdisciplinary approach in science is a way of organizing and conducting research using the views, knowledge and research methods of a group of experts in different disciplines to solve a problem comprehensively, objectively and effectively. Today, the world is in the context of strong integration and globalization, making every national issue has a great impact on the social life, development pace and security of mankind. Each invention in this scientific field will entail certain changes and effects on other sciences. In many countries and governments, the organizational apparatus is set up according to the inter-ministerial and multi-sectoral and interdisciplinary mechanism to be able to give the fastest and most accurate responses to the economic and social changes. It is clear that no matter how strong an individual science is, it cannot fully and comprehensively solve problems of practice. In that context, the interdisciplinary approach in science becomes an inevitable trend and an advantage to overcome the above limitation. The interdisciplinary approach in industrial relations research and teaching is in that inevitable trend.

In the digital economy era, the development of each country is directly proportional to the quality of the educational institutions as well as the human resources that these institutions create. Innovating teaching methods specialized in Social Sciences and Humanities using the interdisciplinary approach, this is a new issue, with profound theoretical and practical significance.

CONCLUSIONS

Interdisciplinary approach in science is a way of organizing and conducting research using perspectives, knowledge and research methods of different disciplines to solve problems in a comprehensive, objective and effective way.

Life is very diverse, rich, there are many different ways to approach and solve a certain problem in life; Each methods will have certain advantages and limitations. From this study, we want to emphasize the advantages of the interdisciplinary approach and apply a number of issues to the innovation of teaching methods specialized in social sciences - humanities, tertiary levels in Vietnam nowadays.

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