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Research on the Current Situation and Proposal of Some Basic Solutions to Develop Open- Minded Thinking for Medical Students in Hanoi City

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Abstract:- In the context of educational reform, developing open-minded thinking has become an important requirement to enhance comprehensive capabilities for students in general and medical students in particular. Open-minded thinking is not only an essential tool but also helps learners become flexible and creative in problem-solving. The topic focuses on the current situation of developing open-minded thinking among medical students in Hanoi City. Consequently, it proposes measures to foster open-minded thinking among medical students.

Keywords:- *Open-Minded Thinking, Capacity Development, Medical Students.*

I. INTRODUCTION

In the current context, university education is not only aimed at training human resources to meet the economic and social development needs of the country but also focuses on the comprehensive development of individuals' capacities and values. From the perspective of the Party, university education aims not only to train human resources for economic and social development but also to develop individual capacities and values. Developing open-minded thinking is one of the requirements for the comprehensive development of students in general and medical students in particular in the Hanoi area. Additionally, open-minded thinking plays an important role in helping students approach and embrace new ideas and explore new concepts and values, thereby fostering creativity and comprehensive problem-solving skills. Developing students' critical thinking abilities is important to enable them to be innovative and flexible in addressing real-world issues.

The research is conducted to analyze the current situation of developing open-minded thinking among medical students in the Hanoi area. Subsequently Based on this, some fundamental solutions are proposed to develop open-minded thinking for medical students in the Hanoi area in the near future.

II. RESEARCH SUBJECTS AND METHODOLOGY

A. Research Subjects

The research subjects is the current situation of developing open-minded thinking among medical students in universities located in Hanoi Ccity. Surveys assessing the current situation were conducted on 450 students and 80 lecturers from 4 medical universities in Hanoi Ccity.

B. Methodology

- *Survey Method:*

The survey questionnaire was composed of questions related to the perception of importance, attitudes, and implementation of open-minded thinking development among medical students. Two sets of survey forms were used: one set for assessing the current situation of open-minded thinking development among student teams, and another set for assessing the necessity and feasibility of certain measures to enhance the effectiveness of open-minded thinking development for medical students in Hanoi Ccity.

- *Interview Method*

In this interview, the research focused on discussing the advantages and limitations related to open-minded thinking of medical students in Hanoi Ccity. Additionally, we collected opinions on measures that lecturers have applied to address these limitations. Follow-up questions were conducted to gain a better understanding of the viewpoints and evaluations of lecturers, as well as to clarify and narrow the scope of the topic. This helped us obtain a more comprehensive and detailed view of the situation of open-minded thinking development in the teaching and learning context at medical universities in Hanoi Ccity.

- *Experimental Method:*

After collecting survey results, we proposed solutions to develop open-minded thinking among students and used experimental methods to gather necessary data for comparison, correlation, and evaluation of the effectiveness of the research. Through this, we could assess the advantages and limitations of the measures proposed for open-minded thinking development among medical students in Hanoi Ccity, and subsequently, leverage existing strengths and improve weaknesses to enhance the effectiveness of the measures further.

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III. RESEARCH RESULTS AND DISCUSSION

A. Current Situation of Developing Open-Minded Thinking among Medical Students in Hanoi City

➢ *Perception of the Importance of Developing Open-Minded Thinking for Medical Students in Hanoi City*

The survey results collected from 450 students and 80 lecturers at 4 medical universities in Hanoi City are as follows:

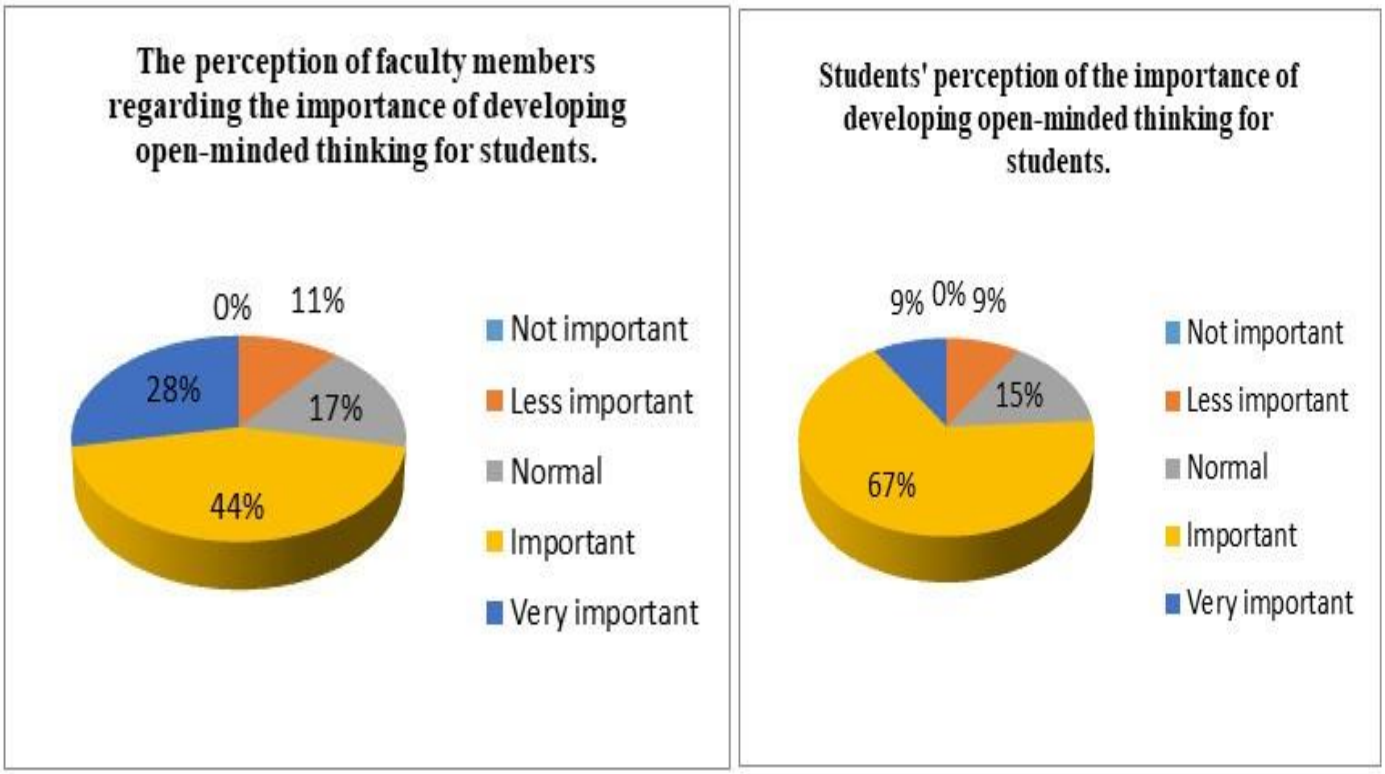

Fig 1: Perception of the Importance of Developing Open-Minded Thinking for Medical Students in Universities in Hanoi City.

The survey results indicate a deep awareness of the importance of fostering open-minded thinking among students at medical schools in Hanoi among the faculty members. Firstly, there is a relatively high level of consensus among the faculty members regarding the importance of this activity. According to the survey results, 44% of participants assessed this activity as important, and 28% identified it as very important. This reflects the educational efforts to enhance awareness and foster the responsibility of the teaching forces involved in the process of fostering students' open-minded thinking, which has been systematically and effectively carried out under the leadership of educational institutions with good quality and coherence. However, 17% of participants considered the importance of this activity to be only average, and 11% deemed it less important. This expression mainly stems from subjective reasons, as some parts have not deeply recognized the role of fostering open-minded thinking among medical students today. Although the majority of faculty members recognize the importance of fostering open-minded thinking among students, there are still differing viewpoints, indicating that the faculty has not yet reached a consistent and comprehensive understanding of the importance of this activity.

The survey results regarding students' opinions on the importance of fostering open-minded thinking activities at medical schools in the Hanoi area show a high level of consistency and acceptance within the student community. In total, 67% of students evaluated this activity as important, demonstrating their understanding and high appreciation of the role of open-minded thinking in the learning process and personal development. Although this percentage is significant, there is still a small portion (15%) of students who perceive the importance of this activity as only average, while only 9% feel it is less important. This may be indicative of some students not fully grasping the benefits and importance of open-minded thinking.

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➢ *Attitudes and Responsibilities of Educational Staff Towards the Development of Open-Minded Thinking among Medical Students in Hanoi City*

Evaluation of the attitudes of educational staff towards the development of open-minded thinking among medical students in universities in Hanoi City:

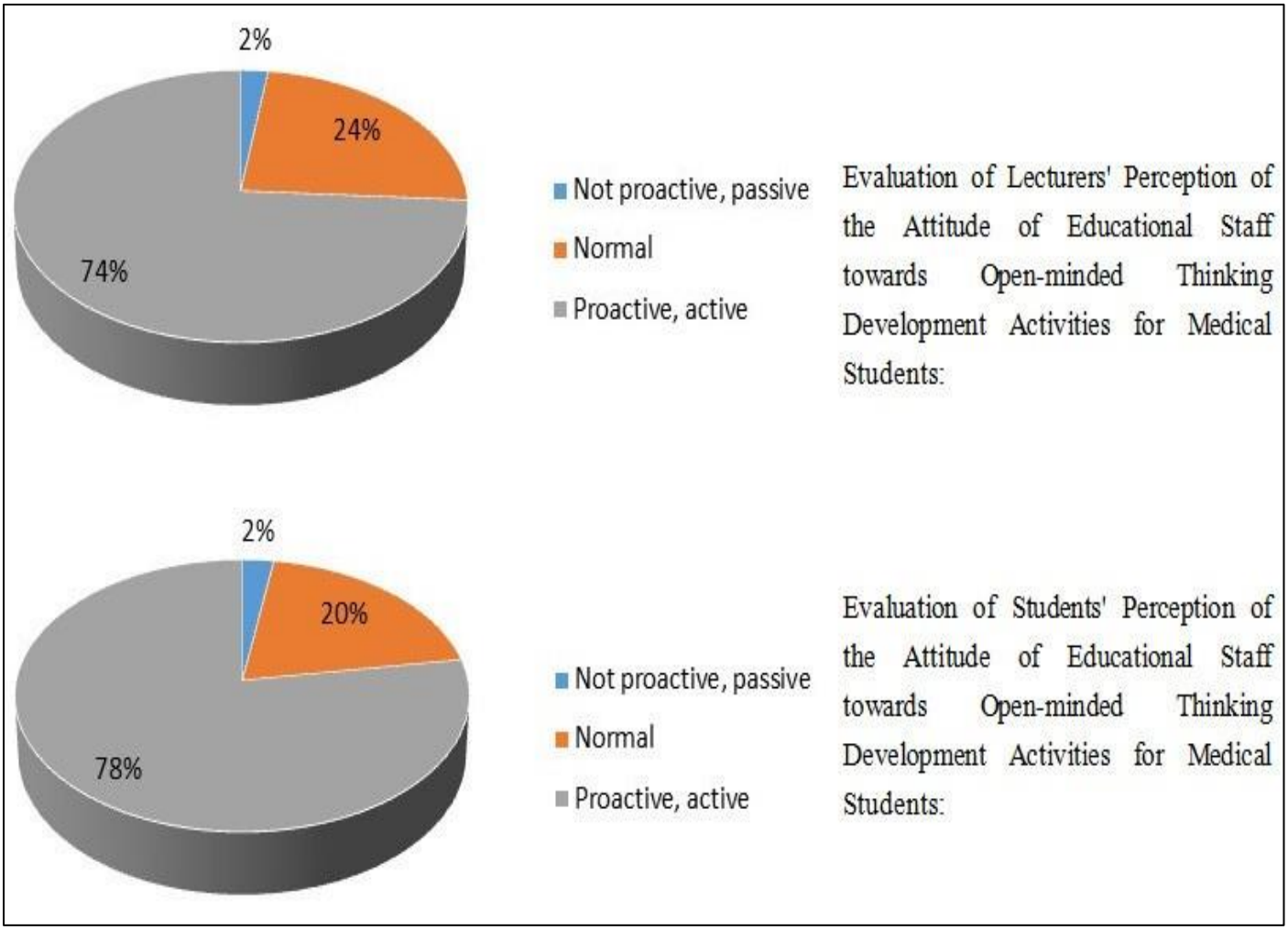

Fig 2: Evaluation of the Attitudes of Educational Staff Towards the Development of Open-Minded Thinking among Medical Students in Universities in Hanoi

The survey results indicate a similarity in the evaluation of the attitudes of management staff, lecturers, and students regarding the attitudes of the pedagogical forces towards open-minded thinking development activities among medical students in the Hanoi area. For management staff and lecturers, as many as 73.91% and 77.50% of students assessed the attitudes of the pedagogical forces towards open-minded thinking development activities as positive and proactive. This reflects the satisfaction and high appreciation from management staff and lecturers regarding the commitment and positive contribution of the pedagogical forces in supporting students' development of open-minded thinking. About 23.91% of management staff, lecturers, and 20% of students believe that the attitudes of the pedagogical forces towards these activities are only average. Additionally, although it is only a small percentage, 2.17% of management staff and lecturers, along with 2.50% of students, evaluate that the pedagogical forces have not been truly proactive and positive in open-minded thinking development activities for students. The reason is that some new lecturers only focus on transmitting pure knowledge, without paying adequate attention to equipping students with knowledge, skills to conduct open-minded thinking activities. They have not concentrated on building, forming, and developing students' enthusiasm for learning. Additionally, some students do not know how to approach, solve, and grasp the open-ended content of their studies during the learning process.

* Evaluation of the coordination level of educational staff in developing open-minded thinking among medical students in universities in Hanoi City:

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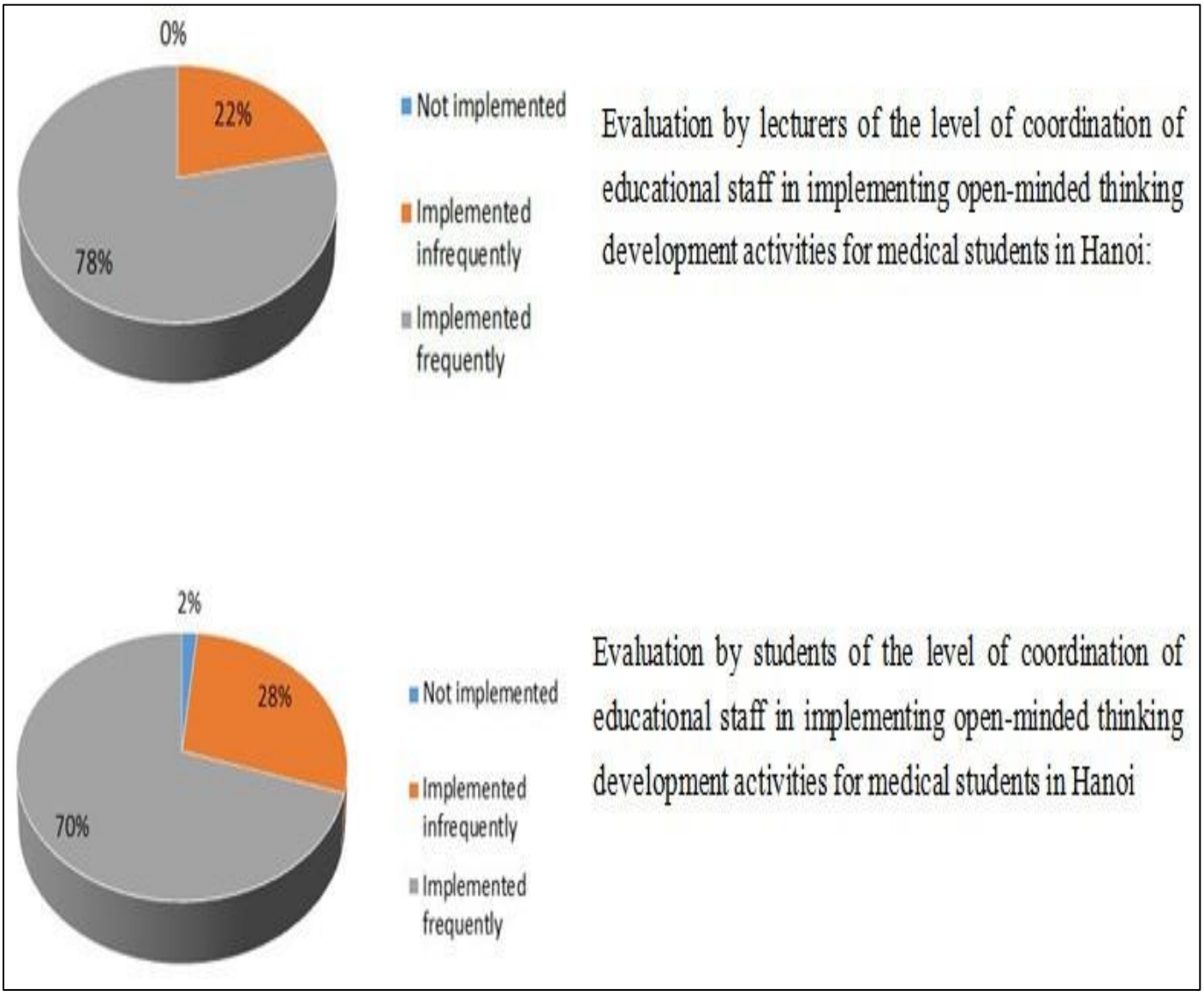

Fig 3: Evaluation of the Coordination Level of Educational Staff in Developing Open-Minded Thinking among Medical Students in Universities in Hanoi City

According to the data obtained from the survey results, 78.26% of managers and lecturers believe that activities to develop open-minded thinking for students are carried out regularly. The teaching staff has frequently innovated teaching and educational activities. However, 21.74% of participants believe that the pedagogical forces have not really emphasized this activity, and the level of coordination only stops at irregular implementation. Similarly, from the students' perspective, 70% perceive that this activity is carried out regularly. It has been shown that students have a positive and proactive attitude towards learning, researching, exploring new approaches, and information related to study content. Meanwhile, 28.33% believe that the pedagogical forces do not frequently conduct activities to develop open-minded thinking. The reason for this issue is that some parts of the pedagogical forces have not adapted and innovated teaching methods but remained loyal to old teaching styles. A small percentage (1.6%) of students believe that this activity is not carried out. Data analysis shows a difference in viewpoints between managers, lecturers, and students regarding the level of implementation and coordination of the pedagogical forces in developing open-minded thinking activities for medical students in Hanoi.

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➢ *Implementation of Open-minded Thinking Development Contents for Medical Students in Hanoi City*

Table 1: Implementation of Open-Minded Thinking Development Content for Medical Students in Hanoi City

Development of Open-Minded Thinking Content	1		2		3		4		5	
	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students
Developing both the scientific knowledge system and the skills, techniques, methods of open-minded thinking activities, and applying them practically in the learning process of students.	0.00%	0.00%	0.00%	0.00%	10.87%	18.33%	46.83%	41.67%	41.30%	40%
Developing cognitive thinking abilities.	0.00%	0.00%	0.00%	0.00%	13.04%	20.83%	52.17%	55%	34.78%	24.17%
Discovering and solving problems in an open-minded and creative manner in learning.	0.00%	0.00%	0.00%	0.00%	8.70%	9.17%	50%	55.83%	41.30%	35%
Developing a skeptical attitude towards scientific thinking.	0.00%	0.00%	0.00%	0.00%	17.39%	26.67%	54.35%	55%	28.26%	18.33%
Developing determination, passion, enthusiasm, and courage to change thinking and innovate in learning.	0.00%	0.00%	0.00%	0.00%	15.22%	23.33%	56.52%	58.33%	28.26%	18.33%

The survey results indicate that the majority of open-minded thinking development contents for medical students in Hanoi City area have received fairly relatively positive feedback. Specifically, 41.30% of administrators, faculty, and 40% of students rated the development of both scientific knowledge systems and open-minded thinking skills application in the practical learning processes of medical students positively. However, there are still 10.87% of administrators, faculty, and 18.33% of students who did not rate this content highly. Regarding the development of cognitive thinking abilities, 52.17% of administrators, faculty, and 55% of students rated this content positively, but 13.04% of administrators, faculty, and 20.83% of students commented that this content is not yet effective. Administrators and faculty have implemented scientific and creative problem-solving approaches in open-minded learning for students, receiving 50% positive feedback from administrators and faculty, and 55.83% from students. A small but notable percentage, 8.70% of administrators, faculty, and 9.17% of students, did not rate this content highly. Regarding the development of scientific skepticism in thinking, 55.83% of administrators, faculty, and 55% of students provided positive feedback, with only 17.3% of students not rating this content highly. Additionally, the content related to the development of determination, passion, enthusiasm, and courage to change thinking and innovate in fulfilling learning tasks received positive feedback, with 56.52% of administrators, faculty, and 58.26% of students rating this content highly. However, there are still 15.22% of administrators, faculty, and 23.33% of students who rated this content as only average.

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➢ *Current Status of Implementing Forms and Measures to Develop Open-Mindedness among Students of Medical Schools in Hanoi*

Table 2: Current Status of Implementing Forms and Measures to Develop Open-Mindedness among Students in Hanoi

Forms and measures to develop open-minded thinking	Not implemented		Implemented infrequently		Implemented frequently	
	Lecturers	Students	Lecturers	Students	Lecturers	Students
Innovating content, teaching programs, and assessment methods towards developing open-minded thinking for learners.	0%	0%	33%	46%	67%	54%
Innovating teaching methods to develop open-minded thinking among students, with a focus on applying active teaching methods, stimulating problem-solving, and fostering students' proactive, creative engagement in the learning process to contribute to open-minded thinking development.	0%	0%	22%	32%	78%	68%
Creating a positive learning environment, providing favorable material conditions to develop open-minded thinking for students.	0%	0%	30%	38%	70%	63%
Organizing extracurricular activities at the unit and school-wide levels to develop open-minded thinking for students in response to the demands for educational innovation and training enhancement.	0%	0%	24%	37%	76%	63%

The survey results indicate the proactive involvement of the faculty in implementing measures to develop open-minded thinking among students. Specifically, 67% of management staff, lecturers, and 54% of students assessed that there is frequent innovation in content, teaching programs, and assessment methods towards fostering open-minded thinking. Additionally, 33% of management staff, lecturers, and 46% of students mentioned that although there are innovations in content, teaching programs, and assessment methods, they are not frequent. Notably, the faculty has particularly emphasized innovating teaching formats and methods to foster students' open-minded thinking, with 78% of management staff, lecturers, and 68% of students reporting a focus on applying active teaching methods and stimulating problem-solving to enhance students' creativity and initiative in the learning process. However, there are still 22% of management staff, lecturers, and 32% of students who observed that this activity is not carried out regularly.

Management staff and lecturers focus on building a positive learning environment to create favorable conditions for the development of open-minded thinking among students. 70% of management staff, lecturers, and 63% of students are well aware of the efforts in establishing pedagogical environments, technical facilities, and infrastructure to support activities fostering open-minded thinking. Despite the positive feedback, there are still some opinions suggesting that these efforts in building a positive learning environment are not fully emphasized, with 30% of management staff, lecturers, and 38% of students indicating that these activities are not conducted regularly.

Significantly, extracurricular activities have garnered positive evaluations, with 76% from management staff, lecturers, and 63% from students, contributing to the development of open-minded thinking among students by reinforcing specialized knowledge and innovating thinking processes during the learning process. However, there are still 24% of management staff, lecturers, and 37% of students who acknowledge that these activities are conducted but not regularly. The results above demonstrate that the medical teaching staff and students have begun to deeply understand the importance of developing open-minded thinking for students and have grasped the content of open-minded thinking development well. However, some pedagogical forces and management personnel have yet to fully recognize or understand the content of open-minded thinking development for medical students. They have not innovated teaching methods and approaches to effectively stimulate students' open-minded thinking.

The above manifestations indicate that the majority of teaching and management personnel have innovated teaching and educational activities, focusing on revamping the various stages and processes of teaching to overcome one-way, passive transmission. As for the students, they have shown self-initiative in implementing measures to develop open-minded thinking, demonstrating a proactive attitude, eagerness to learn, and active engagement in studies. They exhibit motivation, attitude, and responsibility in shaping and developing their open-minded thinking. However, there is still a considerable portion of both teaching staff and students who have not implemented measures to develop open-minded thinking. This is due to their lack of concern for the openness of thinking towards students and reluctance to innovate in teaching practices. Moreover, students' living conditions vary, with some not fully grasping the importance and content of measures aimed at developing open-minded thinking for themselves.

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➢ *Assessment of the Development of Open-Mindedness in Medical Students in Hanoi*

Table 3: Assessment of the Development of Open-Mindedness in Medical Students in Hanoi

Development of open-mindedness outcomes:	Poor		Weak		Average		Good		Excellent	
	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students	Lecturers	Students
Ability to detect and resolve conflicts, utilize knowledge, techniques, and skills in problem-solving during learning.	0%	0%	0%	0%	9%	15%	48%	55%	43%	30%
Analysis, synthesis, comparison, generalization, abstraction, systematization, and concretization.	0%	0%	0%	0%	17%	18%	30%	58%	52%	23%
Presentation skills, expression of ideas, systematicity, coherence of knowledge.	0%	0%	0%	0%	20%	18%	61%	59%	20%	23%
Positive, independent, creative thinking.	0%	0%	0%	0%	24%	33%	43%	55%	33%	12%
Ability to apply knowledge in professional activities as well as in practical life.	0%	0%	0%	0%	26%	46%	61%	42%	13%	13%

Survey results show that the open-mindedness of students is highly evaluated, especially after changes in content, curriculum, and teaching methods aimed at fostering open-mindedness in students, with the majority being rated as good and satisfactory. Only a few administrators, lecturers, and students rated the results as average. Notably, there were no poor or inadequate ratings. Students have demonstrated positive changes in their level of knowledge, ability to use techniques, and open-minded thinking in the learning process. Their attitudes of skepticism, determination, creativity, and enthusiasm have undergone significant changes, and their open-minded thinking skills have been developed and successfully applied in solving learning tasks. Particularly, students have shown the ability to approach learning issues scientifically and creatively, as well as to explore and propose problem-solving approaches in new and independent directions.

B. Some Measures to Foster Open-Minded Thinking Among Medical Students in Hanoi

Based on the findings and issues identified during the research on the current situation, we propose several measures to develop open-minded thinking among medical students in Hanoi as follows:

- Solution 1: Enhancing the cognitive responsibility and capacity of the entities involved in developing open-minded thinking for medical students in the Hanoi area is a fundamental solution that plays a central role and harnesses the students' autonomy. Each entity - from individuals to organizations - plays a crucial role in the process of developing open-minded thinking for students. Increasing awareness and responsibility of each entity need to be continuously and regularly carried out throughout the learning process. To implement this solution, universities need to enhance education and promotion about the importance of developing open-minded thinking for medical students through various media channels, providing materials, actively supporting students, and encouraging them to take the initiative in developing open-minded thinking for themselves.
- Solution 2: Innovating the objectives, content, methods, teaching formats, and assessment methods to develop open-minded thinking among medical students. This is a crucial solution that directly impacts the quality of open-minded thinking development in students to meet the current demands for educational innovation. The objective is to optimize assessment methods, ensuring objectivity and accurate evaluation of students' capabilities, especially their ability to develop open-minded thinking. Additionally, implementing these activities helps students gain a better understanding of their learning abilities, thereby shaping their direction, motivation, and appropriate striving goals to promote open-minded thinking development during the learning process.
- Solution 3: Organizing a variety of extracurricular activities to shape and develop students' open-minded thinking is a practical solution aimed at helping participants in the process of developing open-minded thinking to choose and determine the direction of each specialized field of study in medical schools in general and those in the Hanoi area in particular. This is a significant factor that strongly promotes positive, proactive, and creative attitudes, especially among students, serving as a major motivation to encourage them to continuously strive and exert efforts to successfully complete their academic programs and future professional endeavors.

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IV. CONCLUSION

The research conducted at medical schools in the Hanoi area on the development of open-minded thinking among medical students has emphasized the ability to think independently, creatively, and flexibly solve problems. From the analysis of the perceptions and attitudes of managers, lecturers, and students, we see that developing open-minded thinking is not only essential but also crucial for applying knowledge and skills not only in the educational environment but also in other medical facilities. The study has proposed measures to enhance the effectiveness of developing open-minded thinking for students, including active participation from the Board of Directors, departments, faculties, and lecturers. The teaching staff has innovated in the teaching process to encourage students' open-minded thinking, focusing on applying knowledge to practice and developing flexible thinking. This is an important foundation for building an interesting and positive learning environment, encouraging the comprehensive development of students, especially in the medical field.

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