

EVELOPING PROGRAMS FOR PROFESSIONAL TEACHING COMPETENCE IN THE TEACHER TRAINING INSTITUTIONS IN VIETNAM TOWARDS INTEGRATION

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Abstract:

There are many different views on professional teaching competence. For instance, a teacher needs to have the following essential competencies: (i) professional intellectual competence; (ii) competence to enforce professional culture; (iii) capacity to enforce professional ethics; (iv) and professional practicing competence. This article focused on developing programs for professional teaching competence in the teacher – training institutions towards integration based on the requirements of the textbook’s content renewal of general education in Vietnam 2018..

1. Introduction

To create and develop professional teaching competence among students, the programs for professional teaching competence in the teacher training institutions must not only equip students with knowledge and skills, and foster the right sentiment and value, but these must also help students to connect the knowledge they get from books to understanding the real world situation; apply the skills practised in the classroom in actual situation; reveal true attitude (emotion-values) of the students, and practice what they learned in the post-academic world.

Based on competence approach, professional teaching competence has a complex content in terms of pedagogical competence and other competencies which correspond to the subject that the teacher must teach, professional culture and

professional ethics. Furthermore, the professional competence of a teacher is a combination of personal, psychological and social attributes of an individual that allow the teacher to successfully perform the tasks of teaching, such as ethical behavior and cultural communication in and out-of-school educational activities assigned by the school. Therefore, developing programs for professional teaching competence in the teacher training institutions towards integration is an appropriate direction towards comprehensive reform of education and training in Vietnam at present.

2. Content

2.1. Subjects and Research Methods

A study was conducted among 5 teacher-training institutions at college level: College Pedagogy Yen Bai, Thai Nguyen College Of

Education, Vinh Phuc College, Ha Noi Metropolitan University, and Tan Trao University. The subjects included 31 managers and specialists of training affairs, 77 teachers, 849 students with the total of 957 people. This study was conducted from November 2017 to May 2018.

The following procedures were observed: (i) analyzing, synthesizing, systematising, and generalizing sources to support the theoretical basis of the proposed solution; (ii) interview; (iii) study of lecturer's output (i.e., teaching plan, lesson plan) and student's output (i.e., test, group discussion report); (iv) scientific experiment; (v) asks for an expert opinion; (vi) information processing using mathematical statistics to support the analysis and synthesis of research results.

2.2. Background and Recommended Contents

Developing programs for teacher-training based on competence approach is a global trend among schools at all levels; thus, developing teacher-training programs is one of the best ways to help

education grow closer to reality, especially in the higher education.

For current teacher-training institutions, in order for them to meet the social requirements, it is necessary first to change the approach of developing programs for professional teaching competence under the Resolution No. 29-NQ/TW of the 8th Conference of the 11th Central Committee on fundamental renewal, comprehensive education and training

According to UNESCO, there are four points of education in the 21st century: 1) Learning to know; 2) Learning to do; 3) Learning to live together; and 4) Learning to be yourself.

Based on the relationship between the resources that make up the competence, knowledge, skills, attitudes and practical experience, teachers' performance is characterized by understanding and agility. Furthermore, in training teachers, it is necessary to orient them of the principles of competence development following the standardized approach of the model in Figure 1.

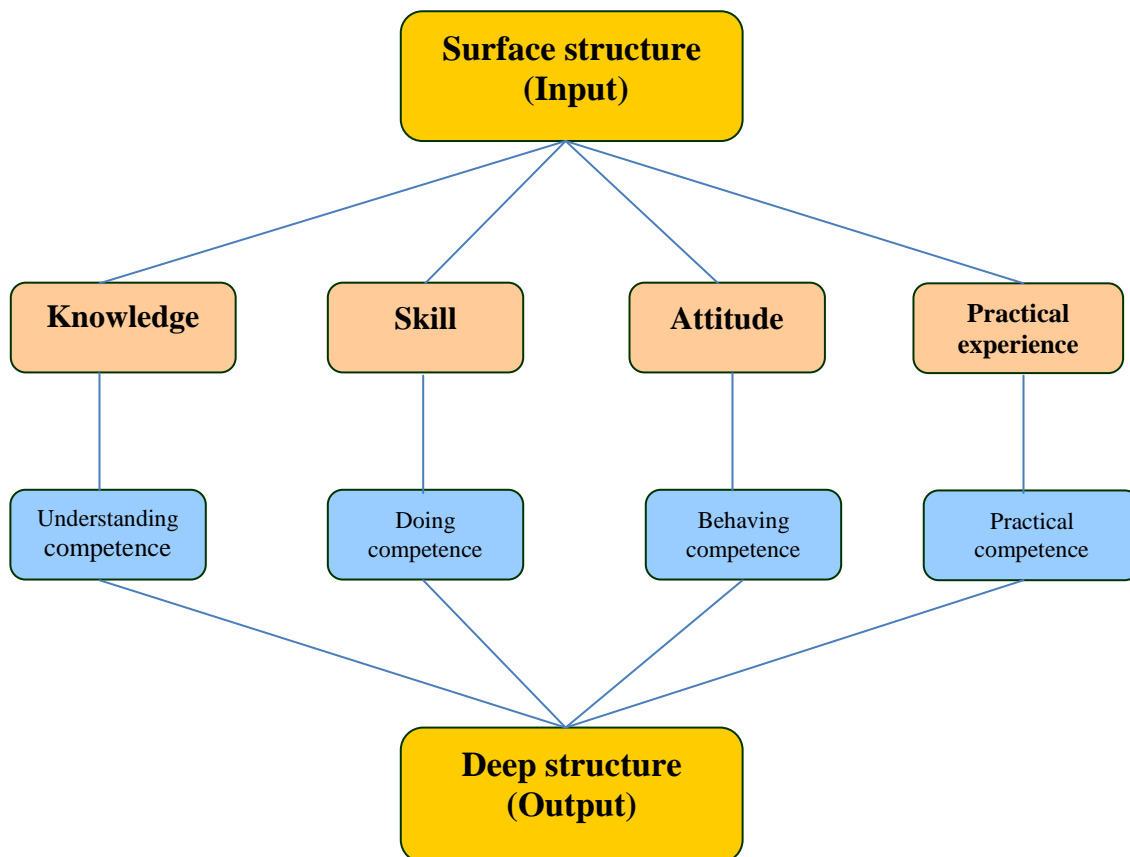


Figure 1: Model of four-component competence
 (Source: Nguyen Khai Hoan (2015) [7, page 259])

The structural diagram shows that in order to develop a program for professional teaching competence in connection with the current educational realities, there should be a good relationship among the following resources competencies: knowledge, skills and attitudes. This is the relationship between the surface structures and deep structures of competence. Content and training programs associated with this competent model are expected to develop qualities and abilities necessary for learners to meet the requirements of education and training reforms.

Based on the views of integration and competence approach with aims to meet the requirements of the general education 2018, the program in developing professional teaching competence in teacher-training institutions is developed gearing towards integrated interdisciplinary, cross disciplines including the four (4) points: (1) professional intelligence competence; (2) teachers' professional skills; (3) teachers' ethical and professional culture; and (4) measures of training professional teaching competence.

2.2.1. Professional Intelligence Competence

Subject knowledge and extra-curricular activities: This includes knowledge and theoretical thinking on the subject and science curriculum; knowledge and reasoning about the subject method; knowledge and theoretical thinking about the means and learning materials of the subject; and knowledge and theoretical thinking on the management and conduct of educational activities by subject.

Knowledge about people and their development (physiology, psychology, education and social studies): This includes knowledge and theoretical thinking in physiology and human anatomy; knowledge and theoretical thinking on educational psychology; knowledge and theoretical thinking in learning and teaching; and knowledge and theoretical thinking on management and conduct of extra-curricular activities.

Knowledge of information, environment and educational conditions: This includes knowledge and theoretical thinking about school information; knowledge and theoretical thinking about the environment of the classroom and the school; knowledge and theoretical thinking on the

educational media; and knowledge and theoretical thinking on family and social education.

Knowledge about methods, means and teaching technology: This includes knowledge and theoretical thinking on the application of teaching methods; knowledge and theoretical thinking about teaching aids and the use of teaching aids; knowledge and theoretical knowledge of information technology and its application in education and educational management and professional skills.

2.2.2. Teachers' Professional Skills

Research skills of learners and learning: This includes skills in observing learners and their learning behaviors; skills in measuring the psycho-physiological characteristics of learners; skills in investigating using conventional techniques; skills in conducting scientific experimentation; and skills in collecting and analysing data.

Skills of leadership and management of learners and learning: This includes the skills in persuading and cooperating with learners; skills in expressing and explaining ideas to learners; skills in encouraging and motivating learners; skills in organising classes and learning groups; and skills in managing time and learning resources.

The design skills of teaching and learning activities: This includes skills in designing curriculum, making instructional materials and writing lesson plans; skills in designing learning activities both in the traditional and the e-learning; and skills in designing methods and teaching techniques.

Teaching skills and direct educational impact: This includes skills in communicating in the classroom; skills in guiding, controlling and regulating learning behaviors; skills in monitoring students' progress, testing and evaluation of learning outcomes and results; skills in using teaching aids and technologies and skills in implementing specific teaching methods and techniques.

2.2.3. Teachers' Ethical and Professional Culture

Teachers' professional ethics include the following: emotional behavior and ethics; ethical relations with colleagues; relationship and ethical behavior with the community; and ethical principles in performing a task.

Teachers' professional culture involves the following: personal and professional style; regular

and exemplary learning; social awareness; and social skills.

Ethics and professional culture in relation to learner families include: ethical principles dealing with family; cultural norms which deal with the family; and moral feelings towards the student's family.

Moral and professional culture in relation to superior: This includes the following: moral and culture behavior with managers and leaders in the school; ethical and culture behavior with managers and leaders in the field; and ethical and culture behavior which deal with government officials and local social organizations.

2.2.4. Measures of Training for Professional Teaching Competence

Theory about professional teaching competence and applied practice includes the following: learning in theory; study in the real environment; learning through communication and social interaction; and application of knowledge in real situations.

Moreover, practice of professional teaching competence is manifested by the following: observe skills in school; learn from the experience; design teaching activities and practice teaching; observe cooperative learning in the pedagogic environment; and practice to be active, independent and consistent individual.

Finally, ethical training and professional culture includes the following: active communication to learn from good teachers; practice cultural and ethical behaviors regularly; practice cultural and moral habits; and build cultural style and personal ethics.

2.3. Exchange and Discussion

Based on the conducted consultations and discussions with 36 educational specialists from research institutes, universities and teacher-training institutions, the following findings are established:

2.3.1. Majority of the experts or 94.44 percent of them agreed that the principles of developing programs for professional teaching competence in teacher-training institutions towards integration must be redesigned. They found out that the current curriculum is not focused on developing the expected competencies according to the model designed for professional competence of modern teachers. Thus, it is reasonable to offer measures suitable to what is required in teaching and learning

at pedagogical schools and high school in the current period.

With the redesign of training contents of professional competence, about 88.89 percent of experts agreed that training programs should consist of the following components: (1) professional intelligence competence; (2) teachers' professional skills; (3) teachers' ethical and professional culture; and (4) measurement of training professional teaching competence. From these, the modules and topics included must be appropriate and must be based on the professional standards issued by the Ministry of Education and Training. The remaining experts still wonder, not quite agreeing because they have not really believed.

2.3.2. On the feasibility of the proposed content: More than 80 percent of the experts involved in the research favoured the feasibility of the evaluation. However, the remaining experts (about 20 percent) disagreed, reasoning out that the actual implementation of the procedure would be difficult due to the fact that teacher-training establishments were accustomed to state-run training programs in the direction of transfer as defined in the Framework Program issued by the Ministry of Education and Training.

2.3.3. *On the effectiveness of the proposed content:* Majority of the subjects or 86.11 percent agreed that the redesign of the training program would meet the problem-solving skills, cooperative learning skills, and practical experience for the students; the rest of the subjects said that the proposed content partially met its objectives. On the other hand, 80.56 percent of the experts assessed the content and design of training programs. They believed that the programs are effective. This confirms that the contents of the training for professional teaching competence were designed and built in an integrated manner which basically met the requirements of general education.

Results show that the redesign and reconstruction of the curricula of the state-owned training programs in teacher-training institutions is needed to meet the educational objectives and the social requirements for students, and that this design is possible, feasible, and initial effective.

4. Conclusion

In order to design a program for professional teaching competence development towards

interdisciplinary and cross-disciplinary integration, four topics were selected based on the model of professional competence of modern teachers [9]. In the process of developing professional teaching competence of teacher-training institutions in Vietnam, these four themes are linked together to create a unified body that contributes to the development of essential qualities and professional competencies. Through experts' evaluation and validation, it has been confirmed that the design of selected teaching topics for students is necessary, feasible and effective.

In the knowledge society, the role of the teacher has evolved. The teacher is a professional pedagogue, practice researcher, social innovator and lifelong learner. In order to confirm the scientific nature of the development of the programs for professional teaching competence in teacher-training institutions, more in-depth pedagogical researches are needed. This includes the input competence of the students, the specific characteristics of the culture of each locality, region and purpose, the contents of the modules, and the subjects of the teacher-training institutions at university and college levels.

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PHÁT TRIỂN CHƯƠNG TRÌNH ĐÀO TẠO NĂNG LỰC NGHỀ NGHIỆP DẠY HỌC TRONG CÁC CƠ SỞ ĐÀO TẠO GIÁO VIÊN Ở VIỆT NAM THEO HƯỚNG TÍCH HỢP

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Abstract:

Có rất nhiều quan niệm khác nhau về năng lực nghề nghiệp dạy học. Theo chúng tôi, đó là những năng lực thiết yếu của nhà giáo bao gồm: (i) Năng lực trí tuệ nghề nghiệp; (ii) Năng lực thực thi văn hóa nghề nghiệp; (iii) Năng lực thực thi đạo đức nghề nghiệp; (iv) Năng lực hành nghề. Bài viết này phân tích và đưa ra giải pháp phát triển chương trình đào tạo năng lực nghề nghiệp dạy học trong các cơ sở đào tạo giáo viên theo hướng tích hợp để đào tạo đội ngũ giáo viên đáp ứng yêu cầu đổi mới nội dung chương trình, sách giáo khoa giáo dục phổ thông ở Việt Nam 2018.