

## SOME ISSUES WITH TRAINING STUDENTS IN PRIMARY EDUCATION MEET SOCIAL NEEDS IN THE CURRENT PERIOD

*Nguyen Dinh Dai Duong*

*Thua Thien Hue College of Education, Viet Nam*

*Email address: megamyt@gmail.com*

*<https://doi.org/10.51453/2354-1431/2023/892>*

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### Article info

Received: 12/6/2023

Revised: 11/8/2023

Accepted: 03/10/2023

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### Keywords

*Survey, Training quality,*

*Primary Education,*

*Social needs*

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### Abstract

Training a generation of quality primary education students is one of the foundations for the successful implementation of the 2018 General Education Program. Based on the process of surveying and assessing the quality of training for primary education students in Thua Thien Hue province in recent years, the author proposes some solutions to state management agencies in charge of training and training institutions. create innovative training to meet the social needs of human resources to serve the cause of industrialization and modernization of the country in the context of current integration



## MỘT SỐ VẤN ĐỀ VỀ ĐÀO TẠO SINH VIÊN NGÀNH GIÁO DỤC TIỂU HỌC ĐÁP ỨNG NHU CẦU XÃ HỘI TRONG GIAI ĐOẠN HIỆN NAY

Nguyễn Đình Đại Dương

Trường Cao đẳng Sư phạm Thừa Thiên Huế, Việt Nam

Địa chỉ email: megamyt@gmail.com

<https://doi.org/10.51453/2354-1431/2023/892>

Thông tin bài viết	Tóm tắt
Ngày nhận bài: 12/6/2023 Ngày sửa bài: 11/8/2023 Ngày duyệt đăng: 03/10/2023	Đào tạo ra thế hệ sinh viên ngành Giáo dục tiểu học có chất lượng là một trong những nền tảng để thực hiện thành công việc triển khai Chương trình giáo dục phổ thông 2018. Căn cứ vào quá trình khảo sát, đánh giá chất lượng đào tạo sinh viên ngành Giáo dục tiểu học tại tỉnh Thừa Thiên Huế trong những năm qua, tác giả đề xuất một số giải pháp đối với các cơ quan quản lý nhà nước về đào tạo và các cơ sở đào tạo để đổi mới đào tạo đáp ứng nhu cầu xã hội về nhân lực phục vụ cho sự nghiệp công nghiệp hoá, hiện đại hoá đất nước trong bối cảnh hội nhập hiện nay.
<b>Từ khóa</b> <i>Khảo sát, Chất lượng đào tạo, Giáo dục tiểu học, Nhu cầu xã hội</i>	

### 1. Introduction

In the trend of globalization, international integration, and Revolution 4.0, when the economy is mainly based on knowledge, human resources, especially high-quality human resources, increasingly play a decisive role. Aware of this, our Party and State pay special attention to promoting fundamental, comprehensive, and synchronous innovation in education and training, considering this a key task and a key solution to building and developing human resources to meet the development requirements of the country in the current period. The Education Law (2019) has defined the educational goals of our country as: “associating with the needs of socio-economic development, scientific and technological progress, strengthening national defense and security; carrying out standardization, modernization, and socialization; ensuring the balance

of the structure of occupations, qualifications, human resources, and regional suitability”. [6]

To overcome the situation of both waste and shortage in human resource training, education must closely follow the needs and requirements of society, through the design of training programs to meet the requirements of providing human resources to serve the needs of the society. diverse economic sectors [7]. On the other hand, learners have different wants and needs, and different living and learning conditions, so education will not be effective if the school is the same for all subjects. Education must pay more attention to the learning choices of each learner. Programs, curricula, and teaching organization options must be more diverse, allowing each student to learn what is in line with common standards but relevant to their needs, aspirations, and learning conditions.

Over the years, we have constantly evaluated the quality of training for students majoring in Primary Education at Thua Thien Hue College of Education and Hue University of Education to propose solutions. adjusting objectives, programs, content, training plans, methods, forms of organization of teaching and assessment, knowledge and soft skills, learning environment, and output standards contribute to improving the quality of life. high-quality training to meet educational requirements in the period of innovation and integration

## 2. Research methods

To find out the issues related to the theory and practice of the article, we have implemented the following research methods:

- Research documents related to the research problem.
- Organize surveys by questionnaire directly at educational management units (at the Education and Training Departments and primary schools).
- Process the collected data to analyze the problem.

## 3. Content

### 3.1. Survey and assessment of employers on the quality of training for pedagogy of primary education from 2012 to 2022

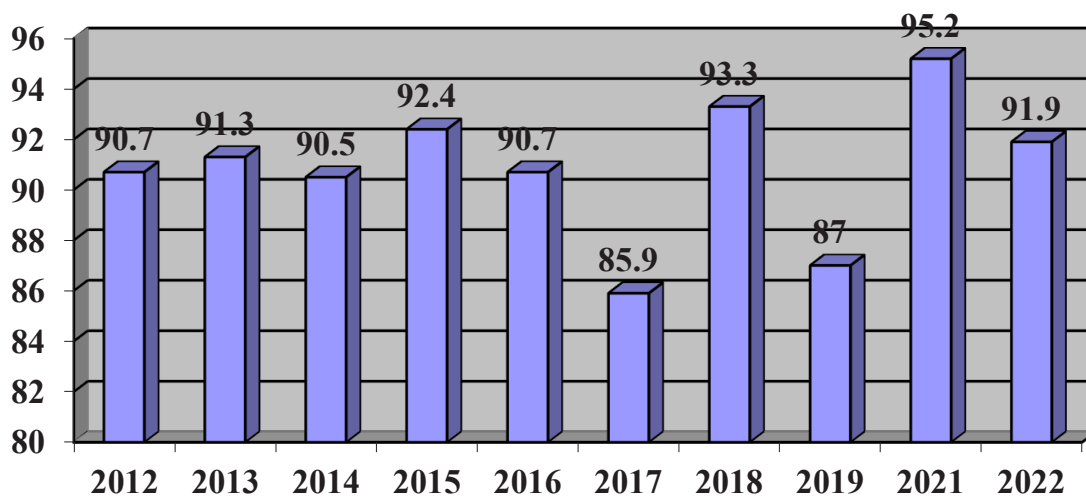
To have a basis for assessing the quality of training in general and the quality of training in primary education in particular, from 2012 to 2022, we surveyed the management staff of the schools. primary schools in Thua Thien Hue province. The survey is organized by random sampling and the method of organization is selective sampling. Survey tools are questionnaires designed based on the system of professional standards for primary teachers issued by the Ministry of Education and Training and the process of polling employers on the quality of training. created by the school according to the quality management system ISO 9001:2015 (see Appendix) [2]. Assessment sheets are sent directly to the management boards, and professional leaders of primary schools in 09 districts, towns, and cities of Thua Thien Hue province to evaluate primary school teachers [11], specifically:

**Table 1. Summary of the number of units conducting the survey and the number of survey questionnaires collected**

Unit	Number of votes collected									
	2012	2013	2014	2015	2016	2017	2018	2019	2021	2022
Hue City	72	32	44	47	72	44	20	12	7	6
Huong Thuy Town	65	32	88	88	65	27	6	15	5	3
Huong Tra Town	29	45	30	53	29	15	12	7	6	4
Quang Dien District	94	36	68	57	94	32	7	3	7	3
Phong Dien District	42	47	51	54	42	11	12	9	5	5
Nam Dong District	35	27	45	22	35	5	12	8	5	4
Phu Vang District	68	35	40	35	68	8	3	6	6	5
Phu Loc District	28	25	38	40	28	15	5	6	2	1
A Luoi District	42	70	33	81	42	3	7	4	2	1
<b>Total</b>	<b>475</b>	<b>349</b>	<b>437</b>	<b>477</b>	<b>475</b>	<b>160</b>	<b>84</b>	<b>70</b>	<b>45</b>	<b>32</b>

**Table 2. Survey results on the satisfaction level of units about students in Primary Education**

Year	Training quality level (%) of poll criteria														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2012	95,7	92,2	97,0	94,2	97,6	95,1	92,6	94,2	91,4	86,6	81,8	83,3	88,4	85,3	85,5
2013	95,8	94,1	94,6	92,7	95,1	92,4	94,6	92,5	93,8	89,8	84,2	86,6	89,8	88,2	85,3
2014	94,4	92,6	94,6	94,5	94,4	93,1	93,2	92,3	91,3	90,0	83,9	85,6	91,1	88,3	78,8
2015	99,3	96,2	97,2	95,8	96,7	94,3	94,2	92,0	91,2	93,4	86,1	86,9	89,3	89,4	84,4
2016	95,7	92,2	97,0	94,2	97,6	95,1	92,6	94,2	91,4	86,6	81,8	83,3	88,4	85,3	85,5
2017	100	100	81,8	97,7	77,3	86,4	90,9	77,3	77,3	81,8	81,8	90,9	81,8	79,6	84,1
2018	100	100	100	100	100	100	75,0	100	75,0	100	100	100	75,0	75,0	100
2019	100	100	83,3	83,3	87,5	91,7	87,5	75,0	75,0	79,2	91,7	91,7	91,7	91,7	75,0
2021	100	96,4	89,3	89,3	96,4	96,4	92,9	96,4	96,4	89,3	92,9	96,4	100	100	96,4
2022	89,6	91,7	91,7	87,5	91,7	95,6	95,6	93,8	97,8	87,5	91,7	91,7	93,8	89,6	89,6
<b>Average</b>	<b>97,1</b>	<b>95,5</b>	<b>92,7</b>	<b>92,9</b>	<b>93,4</b>	<b>94</b>	<b>90,9</b>	<b>90,8</b>	<b>88,1</b>	<b>88,4</b>	87,6	89,6	88,9	87,2	86,5



**Figure 1. Satisfaction level of the units about students in Primary Education**

**\* General comment**

Many opinions of school administrators are satisfied with the quality of primary education training in this period, the average score of each year is 85% or more. The standards in the fields of political, ethical, and lifestyle qualities are highly appreciated, and the standards in the fields of knowledge and pedagogical competence are assessed at a good level. This shows that the quality of the school’s training has met the needs of society.

However, there are still some criteria related to the field of knowledge and pedagogical capacity that have not been evaluated at a high level such as understanding the objectives, program content, and

textbooks of the subjects; skills in choosing appropriate methods and forms of teaching organization to promote students’ initiative and creativity in learning; skills in using information technology in foreign languages to supplement lectures and communicate...

**3.2. Some proposals to improve the quality of Primary education students’ training to meet social needs in the current period**

**3.2.1. Determine goals and output standards to meet social needs**

Universities that train primary school teachers need to be fully aware of the training objectives under the Education Law 2019 and the General Education

Program in 2018 to help students have professional knowledge and basic practical skills to solve problems. solve problems in the field of training.

Based on general training objectives, it is necessary to determine specific training objectives for each training branch, each subject, and each lesson in the program. In the process of organizing teaching, primary teachers will design goals for each chapter, and each specific lesson (shown in the teaching record or lesson plan). The target components of developing students' qualities and competencies will transform each other, giving learners a rich and solid knowledge base and skills to apply to real-life situations. create the right learning motivation. Only by correctly and clearly defining the training goals and objectives of each subject, study section, and lesson, does the teacher have a basis to orientate the selection of content and teaching and learning methods, appropriate organizational form for each content of the lecture, including methods of assessing learning outcomes.

To build an appropriate output standard in the current period, it should be based on the current training program being applied, the actual ability of the school, and social needs. The analysis of the first two bases for primary school teacher training institutions is not difficult, but surveying social needs for each training sector requires a long and difficult process. The output standard should be built and should consist of 2 parts: a common part for industries and a separate part for each industry. Output standards common to all industries, including the following contents: Political, ethical, and lifestyle qualities; Ability to study, and improve qualifications after graduation and soft skills and foreign language proficiency to be achieved. Output standards of each training major, including the following contents: Professional knowledge, professional skills, and working positions that students can take up after graduation [9].

### *3.2.2. Renovating the primary school teacher training program in a modern direction, meeting the professional requirements of primary school teachers*

The training program is built and developed based on clearly defining the output goals to meet the professional standards of primary school teachers promulgated by the Ministry of Education and Training. The program also meets the goal of training primary

school teachers for the new phase of training education experts in the professional field (primary level).

To build such a program, it is necessary to continue to survey the needs of teachers at all levels of management, the assessment of the quality of the «products» trained by the school, etc... From there, edit and supplement the program to suit the new period in the direction of prioritizing practice and internship (spending at least 20% of the total program credits), reducing theory and subjects such as Art in elementary schools There are specialized teachers in charge of these subjects. In addition, it is also necessary to add new subjects to the curriculum to strengthen and develop integrated teaching capacity and skills in organizing creative experiences for primary school students.

The curriculum framework, course content, training route, and additional activities inside and outside the school must all be geared towards the output standards of the discipline. The provision of output standards in the training program will help students gain orientation for the learning process as well as be aware of the work they will undertake and undertake in the future. That is also the commitment to society about the quality of training in each field of the school.

To improve the quality, when developing a training program, the following issues should be kept in mind:

- Develop training programs towards meeting the requirements of the output standards: The output standards are the social standards used to evaluate the training results of the school based on the knowledge, experience, and skills that the school has acquired. students accumulate after training. Therefore, it is necessary to specify the objectives of a training program, which must be reflected in the final results that each training industry wants to achieve, which are the employer's requirements. Should "General Goals" and "Specific Goals" be replaced in detailed programs with "Objectives" and "Standards of knowledge and skills to be achieved" [10].

- The training program must ensure flexibility: Flexibility in the training program can be expressed in many aspects. For example: Some additional standards in the output standards may not need to be implemented within the formal program, but must be achieved by students (accumulated by different pathways according to the standard requirements output) then the degree is granted [9]. The program is always reviewed and

updated for each training course. Each module, curriculum, and reference materials are designed to be flexible but still ensure the requirements of the program's goals and main content.

- The training program should be disseminated to students right from the beginning of the course: For students to be able to choose the appropriate modules, the training program should be provided at the beginning of the course. In addition, for students to be standardized in course selection, and to help them choose the right course according to their career orientation, the academic advisor must be someone who has knowledge and experience in teaching. The academic advisor must understand the entire training program and clearly understand the training goals that the training program is aiming for, thereby, orienting students to choose appropriate modules, helping them equip them with knowledge and skills to be able to do the right jobs with their career orientation and training majors.

- It is necessary to design an easy-to-understand and receptive training program suitable to the cognitive process of each subject: To help students actively perform well in their learning tasks, the training program should be designed in a manner that is easy to understand so that learners can know the course schedule, the reasons for following this route, from which, they build for themselves a most suitable study plan. This is especially important for credit-based schools when students can choose courses to prolong or shorten their training time in the school depending on their conditions.

The curriculum framework can be designed with a separate table with the number of credits for each module and the allocation of time for each activity (teaching, discussion, group work, testing...). Program allocation should be segmented, identifying the modules (both required and elective) for that semester. In addition, it is necessary to determine the prerequisites for each course - a mandatory requirement for each student when choosing a course, to ensure the path and mindset to accumulate knowledge, and to avoid the case of studying in-depth specialized subjects without knowing the basic subjects.

- The training program must have a summary of the content and the general outline of each module to ensure consistency for all lecturers participating in the

teaching: Details of objectives and content depend on understanding, know as well as the level of interest of each instructor. A course taught by two different instructors in the same subject may pursue very different goals, leaving students with very different mindsets about the same course. That is the reason why the quality of training in the school is not stable. Of course, it is possible to accept the fact, that a certain basic concept has different applications and interactions according to the emphasis of the lecturer, but in essence, it needs to be unified in content. Therefore, it is really necessary to describe the content of the training program.

- The school needs to research and cooperate with primary education institutions, and managers of stakeholders to develop training programs and content: Through conferences, and seminars, the school listens to and receives reviews and suggestions from users for "training products". This is a very effective way for the school to capture the requirements of professional knowledge as well as ethical qualities that businesses need in students after graduation.

Regularly control, update, and adjust the life cycle of the training program. The training program must be periodically reviewed, revised, and updated at least once in 5 years [1, 3]. Due to the ever-evolving society, changing technology, and increasing demands of employers, timely adjustment will help students stay up to date with the new, more modern, more adaptable to the level of technological innovation, improve students' competitiveness and creativity, and be in tune with the times.

### *3.2.3. Building and developing a team, improving the pedagogical capacity of school teachers*

Team is one of the factors that determine the quality of training. Therefore, it is necessary to develop a team development plan in each period and have a separate plan and plan for each year.

To be able to develop the teaching staff, what needs to be determined is to foster the minimum competencies (knowledge and skills) necessary for the trainers. On that basis, it is necessary to develop a strategy to develop their team by combining different types of training: Long-term, full-time training (Ph.D., Master); Continuous training and fostering to suit the development needs of each faculty and subject; The lecturers self-study and foster to constantly improve



their capacity; Create environments and conditions for teachers to develop their competencies.

In developing teaching competencies for teachers, attention should be paid to the following competencies:

- Developing curriculum at the subject level: determining the learning objectives of the subject and each student's learning unit; determining the appropriate content to achieve the set goals; identifying appropriate learning and teaching methods to convey the content and achieve the goals and identifying appropriate assessment methods to motivate learners, properly assess the level of learners.

- The ability to use active teaching methods suitable to their expertise such as teaching by case, group discussion, discovery, simulation, project...

- Communicative competence (writing lectures and learning materials, presenting, asking questions, listening, and giving feedback). Problem-solving and decision-making, conflict management, and negotiation.

- Ability to use modern technology, means, and equipment in teaching (PowerPoint, computer, web, professional software,...).

#### *3.2.4. Innovating methods and forms of teaching organization*

Teaching methods are a dynamic and creative element in the teaching process. This factor again depends on the professional qualifications, experience, and teaching the art of the lecturer - the force that determines the quality of training. Therefore, method innovation is a constant concern of schools, units, professional groups, of all lecturers and students.

- For Universities: Regularly raising the awareness of the teaching staff about innovation in teaching methods is a key issue in improving the quality of training. Organize training courses and seminars on the innovation of university teaching methods to help lecturers (especially young lecturers) improve their knowledge of teaching methods and approach new methods and measures. Modern teaching techniques. Effectively manage the process of improving teaching methods every year. Organize the scoring, replication, statistics, evaluation, and summarizing lessons learned. Strengthening facilities, committed to supporting the improvement of teaching methods.

- For groups/subjects: This is a decisive part of the quality and effectiveness of the improvement of teaching methods associated with each training major. Therefore, groups/subjects need to have specific annual plans to implement well the procedures and processes to improve teaching methods. There is a mechanism to monitor the improvement of teaching methods of lecturers and units. Regularly organize activities to observe colleagues, especially teaching methods to improve teaching methods, in which the exchange, discussion, assessment, and experience of each lecturer on improving teaching methods are valued.

- For teachers: It is necessary to clearly define that improving teaching methods is their responsibility to learners, schools, and society. Regularly study, and do scientific research to explore, select, and apply teaching methods in general, specific teaching methods of training majors in particular, into each lecture, each chapter, and each module. and each object. Which teaching method to use in each lesson is a question frequently asked by teachers. To do so, the lecturer needs to: deeply analyze the advantages and disadvantages of teaching methods; master the characteristics of learners; their capacity; the situation of teaching means and equipment of the school; Objectives, tasks, and content of the lesson...

#### *3.2.5. Innovation of testing and evaluation of learning results*

The innovation of the assessment process is an important issue, which is the reference core of the entire teaching process. This will be the driving force to promote other processes such as innovating teaching methods, renovating the way teaching is organized, and renovating management.

- Raise the awareness of the teaching staff about assessment from the point of view of process assessment, assessment according to the competency approach. Improve the sense of responsibility, objectivity, fairness, and honesty of the lecturers in the assessment. Avoiding the two tendencies to chase after achievement should lower the requirements and conversely set too high and strict requirements in evaluation.

- Organize training on the innovation of testing and assessment according to competency approach, and how to design tests to assess students' thinking ability and practical skills.

Diversify forms of assessment such as essays, multiple choice, practical exercises, harvest assignments, large assignments, essays, theses, projects, etc. In which, capacity assessment forms are important. thinking, application capacity, practical relationships, and professional practice skills.

Lecturers need to fully disseminate the form, method, and content of each module's assessment. Promote the role of learners' self-assessment, and guide learners to self-assess each other...

In summary, the assessment of learning outcomes affects "the same way" students' learning methods. The activeness in the learning of students depends a lot on assessment and evaluation (how the assessment is taught and learned). Innovation in assessment is the basis for teachers to change teaching methods and students to change their learning methods from passive to active and active.

### *3.2.6. Building facilities and conditions for teaching*

It is necessary to attach importance to the role of the Pedagogical Practice School, from which to make a plan to build, establish, and use the School of Pedagogy so that students have the conditions to improve their professional abilities right from the time they are still in school. If there are no conditions, strengthen cooperation and association with satellite elementary schools so that students can attend classes and teach samples in real conditions to practice vocational skills. On the other hand, it is necessary to develop an electronic library to connect with the libraries of domestic and foreign universities to strengthen the source of learning materials, textbooks, and reference materials for training primary teachers.

The site provides enough necessary equipment to serve professional training activities for students, basically meeting the training of all disciplines. Developing information systems, computer networks, upgrading websites, and other service conditions to continuously improve the training efficiency of the school.

### *3.2.7. Improve foreign language, computer skills, and some soft skills for students majoring in Primary Education to meet output standards in the context of international integration*

The limitation of students in general and students of primary education, in particular, today is the use

of foreign languages to refer to documents, improve the quality of scientific research, and use information technology. , exploiting the Internet in teaching. Therefore, in terms of foreign languages, according to the Project on Teaching and Learning Foreign Languages in the national education system for the period 2017-2025, by 2025, 80% of industries will deploy foreign language programs according to the output standards and standards. Therefore, it is necessary to pay attention to foreign language problems for students by many measures: increase the number of foreign language credits, organize teaching and learning seriously, and create a diverse learning environment such as clubs and Galas. , oratory contest... for students to have the opportunity to practice and improve their foreign language ability. For good and good students, it is possible to support them to study more to improve their English ability and foster more English teaching methods (180 hours) to achieve the goal of teaching English to students. elementary classes. In terms of informatics, it is necessary to give priority to practical lessons in preparing electronic lesson plans, using scientific and technical means to support teaching, contests to design electronic lesson plans, etc. to improve the level of technology application. information in student teaching.

Supplementing and improving the effectiveness of soft skills training for students in Primary Education such as Union work, whiteboard skills, pedagogical problem-solving skills, teaching organization skills, designing electronic lesson plans, organizing skills outside of class time, educating life skills... by organizing Certificate classes or integrating them into the subjects of the program.

## **4. Conclusion**

Currently, training teachers to meet the needs of society in pedagogical schools is facing new opportunities and new challenges. Therefore, to train primary school teachers to meet the social needs of human resources to serve the cause of industrialization and modernization of the country in the current integration context, pedagogical schools need to continue to study and build and develop development strategies, adjust training objectives, programs, contents, and plans effectively and practically.

In particular, the current priority is to strengthen the practice and practice for students so that they can hone



their vocational skills and teaching skills. Besides, it is also necessary to equip students of Primary Education with the necessary soft skills to support the working process, equip themselves with the ability to use modern teaching equipment, use foreign languages to seek and supplement their knowledge from network services... to match the changes of the current integration period.

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