

Developing Teaching Capacity for Primary School Teachers in the Context of Education Innovation in Vietnam

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Abstract: *Student educational capacity is the component competencies in the competency framework of the teacher, especially for homeroom teacher, it is the core and essential competency in student education. Teachers play an important role in developing direct technical workforce for the country. Therefore, teaching capacity is a component of the pedagogical capacity and the most important capacity of the teacher. The teaching capacity of teachers in general and teachers in Thai Nguyen province in particular becomes the output standard, a criterion for building and evaluating teaching capacity in training and fostering pedagogy. This educational capacity includes the component competencies, via the survey process at primary schools in Thai Nguyen city, Thai Nguyen province, it shows the inequality between the competencies of the qualified teachers; via organizing experiential activities and coordinating the educational forces to educate students, it is clear that the 3 groups of weak competencies mostly focus on learning the characteristics of students and students' families. Schools have implemented measures to develop educational capacity for primary teachers, but these are still formalistic, fragmented and ineffective. The practical survey results in this paper will be the valid basis for proposing a number of measures to develop educational capacity for homeroom teachers working as teachers at primary schools in Thai Nguyen City, Thai Nguyen Province.*

Keywords: *Primary school teachers, capacity, students, homeroom teachers, development*

1. INTRODUCTION

Student educational capacity is the process in which teachers have successfully applied pedagogical knowledge (on student education, student's psychological characteristics), skills, methods and forms of educational organization to organize educational activities for students to participate, so that students can learn, exchange and experience emotions thereby forming for them psychological traits, personalities and behavioral habits consistent with social standards [1].

Student educational competency is a component of the competency framework of general school teachers in general, and primary school teachers in particular [2]. Learning about the teacher's capacity to educate students in elementary schools will help administrators to

visualize the current picture of teachers' educational capacity and serve as a basis for proposing remedial measures to nurture primary teachers' capacities in practice to meet today's educational innovation requirements [3].

Career standards for teachers (Circular 20/2018 of the Ministry of Education and Training of Vietnam) stipulates that the educational competency framework is one of the required component competencies of teachers in general education institutions [2]. Accordingly, teachers need to be able to develop educational plans, use educational methods, evaluate progress, advise and support students in the direction of developing students' qualities and competencies.

In order to change the new effective teaching method, the teacher is the first decisive factor in implementing new teaching methods. Proper understanding, responsibility and determination, as well as the skills to use teaching equipment and the organization of learning guides are essential qualities of teachers in schools [1].

Teachers' knowledge are particularly important points in education. Teachers with any class must meet the requirements for knowledge, effective teaching ability and enthusiasm. In addition, teachers also need to have skills to use teaching aids, and have the capacity to gather abundant information to serve teaching requirements.

2. CONTENT OF RESEARCH

Approaching vocational standards of high school teachers according to Circular 20/2018 of Ministry of Education and Training of Vietnam, the educational capacity of students includes the following component competencies: The ability to learn characteristics of students and students' families; Capability to care for collective psychology, capacity to organize experience activities; Use the educational method; Coordinate with educational forces to educate students; Evaluate student results.

2.1 Methodology

The article mentions the current status of the educational capacity of a part of teachers and the current status of educational capacity development that is being implemented in the current period. The survey was conducted on 15 primary schools of Thai Nguyen city, Thai Nguyen province with 75 head teachers and 30 primary school administrators (including Principal and Vice Principal). Using questionnaire survey method with 3-level likert scale, the survey results are handled according to the average score (GPA) according to 3 levels: $1.00 \leq \text{GPA} \leq 1.67$: Low; $1.67 < \text{GPA} \leq 2.34$: Average; $2.34 < \text{GPA} \leq 3.00$: High.

2.2 Results and discussion

There are many studies on teachers' ability to teach. As a result, there are 5 capacities, some research gives 7 competencies. However, there are 3 main competencies and quite important: (1) Pedagogical capacity; (2) Professional and (3) Social capacity. In pedagogical capacity, there are 2 main competencies: (1) Teaching capacity and (2) Educational capacity.

Teaching competency is one of two components of pedagogical capacity and is specifically

expressed through 4 component competencies including teaching design competencies; teaching capacity, testing, evaluation and teaching management capacity. Through analysis, each competency group has many other constituencies. The capacity to design teaching is shown through a number of competencies such as the capacity of program research, training plans; identifying teaching skills (teaching content); capacity to collect textbooks and documents; document research capacity, etc. In many of the above competencies, the ability to understand the object (the ability to understand students in the assigned classes) is one of the important competencies of the capacity to prepare teaching design.

Next is the ability to conduct teaching of teachers who organize and control students' activities to acquire knowledge, skills, form professional attitudes, rather than impose those things on the learners.

Table 1. Perception of a teacher's educational capacity

No	Educational capacity	Management staff	Lecturer	Total
1	Understand student and family characteristics	2.73	2.87	2,83
2	Take care of student psychology	2.97	2.88	2,90
3	Build a group of homeroom students	2.93	2.91	2,91
4	Organize experience activities	3.00	2.96	2,97
6	Use educational methods	2.50	2.60	2,57
7	Coordinate with educational forces in student education	2.90	2.85	2,86
8	Evaluate educational results in students	3.00	3.00	3,00

Primary school teachers and administrators (including Principal and Vice Principal) are aware of the educational competencies students need for primary teachers (Table 1). In fact, these are the competencies that teachers must use in the daily work of educating students in primary school. Directly talking with the class 3 teacher at a primary school in Thai Nguyen city, it is known that “Teachers at primary schools, especially those who are very close to them, interested in even the smallest change in learning and practice at school [4]. It is necessary for teachers to know information about students, their families as well as teachers to be able to use educational methods ”.

A teacher of grade 4 at N. H primary school in Thai Nguyen city mentions that an elementary school teacher must have pedagogical knowledge and skills to be able to do well in her teaching and teaching tasks. In practice, the expression of the competencies is still limited, that is, coordinating regular exchanges with students' families is an example [5]. Often teachers pay more attention to the best students or the weakest students in the class, and many parents who are busy making a living also do not care and pay attention to the training and learning of their children [2].

3. CURRENT STATUS OF STUDENT'S EDUCATIONAL CAPACITY

Table 2. Current status of student education capacity of the primary school's vocational teachers

No	Student educational capacity	Management staff	Lecturer	Total
1. The ability to find out the characteristics of students and their families				
1.1	Find out the psychological characteristics, personality, learning capacity, and talents of each student	2,13	2,07	2,09
1.2	Find out the professional characteristics of students' parents, student's family conditions	1,67	2,21	2,06
1.3	Find out educational impacts on the part of families on students' results and training	1,93	2,05	2,02
Total score		1,91	2,11	2,01
2. Take care of student psychology				
2.1	Obtain information about each student's strengths / weaknesses	2,17	1,85	1,94
2.2	Detect manifestations of mental health, unhealthy psychological manifestations of students in order to take timely support measures	2,80	2,63	2,68
2.3	Encourage each student to develop his or her strengths	2,93	2,64	2,72
Total score		2,63	2,37	2,50
3. Building strong students				
3.1	There is information about the student's characteristics in the classroom and about the characteristics of each student in the class	2,10	1,99	2,02
3.2	Develop classroom rules, classroom rules that students voluntarily abide by	2,83	2,87	2,86
3.3	Organize self-governing activities, assigning class management and supervision tasks to class / group staff in some fields	2,90	2,73	2,78
3.4	Encourage students in the class to think about their own responsibilities and act for the improvement of the class	2,07	2,16	2,13
3.5	Check and supervise the implementation of classroom rules and student autonomy	2,20	2,08	2,11

Total score		2,42	2,37	2,39
4	Use the educational method			
4.1	Set a good example	2,85	2,85	2,81
4.2	Method of explanation	2,83	2,83	2,80
4.3	Method of assignment	2,81	2,81	2,82
4.4	Practice method	2,93	2,93	2,94
4.5	Reward and emulation method	2,76	2,76	2,76
4.6	Penalty method	2,77	2,77	2,81
4.7	Positive discipline in student education	2,79	2,79	2,81
Total score		2,82	2,82	2,82
5.	Organize experiential activities			
5.1	Determine activity goals that match the student's characteristics and level	2,20	1,99	2,05
5.2	Design an activity plan for the students	2,13	2,11	2,11
5.3	Organize fun activities, collective activities to attract the participation of students	2,07	2,01	2,03
5.4	Create excitement, encouraging and encouraging students to participate in educational activities, collective activities	1,97	1,89	1,91
5.5	Use a combination of educational methods and forms suitable to each educational content and situation	2,07	2,04	2,05
5.6	Evaluate and comment on the results of each student's participation in activities	2,17	2,00	2,05
Total score		2,10	2,01	2,05
6	Coordinate with educational forces in student education			
6.1	Understand the functions and duties of educational forces inside and outside the school to educate students	1,87	2,09	2,03
6.2	Develop a coordination plan, mobilize the family and society's participation in student education	1,97	2,13	2,09
6.3	Develop a plan to coordinate with the subject's teachers, the pioneering Youth Team in educating homeroom students	2,80	2,65	2,70
6.	Organize educational activities for students with the	1,93	2,12	2,07

4	participation of family and society			
Total score		2,14	2,25	2,20
7	Evaluate students' progress			
7.1	Record information about student progress in all aspects	2,93	2,64	2,72
7.2	Keep track of individual students and their individual student progress	2,90	2,59	2,68
7.3	Develop a follow-up education plan to develop the quality and capacity for students	2,20	2,25	2,24
7.4	Evaluate students' training results in each stage	2,83	2,72	2,75
7.5	Work with educational forces inside and outside the school to evaluate students	2,17	2,24	2,22
Total score		2,61	2,49	2,55

Teachers have the capacity to educate students, however, unevenly and in particular, it shows that the development of students' educational capacity is necessary and has been implemented, but the level and effectiveness is not high. The manifestations of educational capacity in the contingent of teachers working as head teachers have differentiation according to 2 basic levels (medium and high). Among the 7 component competencies of the student's educational capacity, the capacity to learn about student and student's family characteristics, the capacity to coordinate the educational force in student education and the ability to organize activities solution is the lower mean (GPA) (2.01, 2.20 and 2.05). The quantitative survey results show that these are also 3 component competencies that are in fact limited in primary school teachers [5]. The quantitative survey data obtained on 2 target groups, namely primary school managers and primary school teachers, are also different in terms of component competencies, but this difference does not make a difference in educational competency assessment of primary teachers (Table 2).

Results of interviews with primary school administrators and teachers (teacher of DC primary school, Thai Nguyen city) about what competencies need to be fostered and supported to successfully complete the task of teaching and educating students, "primary teachers are under pressure and the capacity of the teaching program according to the current program's knowledge and skills standards should limit the time for organizing collective education activities for students, not enough time to implement"

Deputy Principal of LN Q Primary School in Thai Nguyen City) said that student educational capacity is a component of the competency of primary school teachers in general, this competency is specified in the vocational standards of teacher training according to the Circular 20/2018 of the Ministry of Education and Training. For a homeroom teacher, this is an important ability to do well in the role of a homeroom teacher [6]. However, in reality, the homeroom teacher is still weak in the capacity to coordinate the educational force in the education of homeroom students, especially in coordination with students' parents. There are

many reasons including the capacity of primary school teachers, favorable conditions of coordination mechanism, etc.”

4. CAPACITY DEVELOPMENT ACTIVITIES FOR PRIMARY SCHOOL TEACHERS WITHIN SCHOOLS

Currently, in addition to the training activities implemented by the Ministry of Education and Training and the local educational administration agency (the Department of Teacher and Training), the role of schools and school administrators is very important and plays a key role in developing the professional qualifications of teachers in the practical professional environment [7].

Talking with a principal of N.T primary school, it is said that the school sends teachers to attend competency-fostering classes organized by the management of the Division and the Department. The school organizes regular professional activities according to grade levels for teachers to discuss and share experiences in organizing effective educational activities for students.

A Principal of TV Primary School mentioned that the ability of a division of teachers to coordinate with parents in the education of primary school students is limited, even during the extra meeting. They have held exchanges, sharing experiences between administrators and teachers, between teachers with better experience and new teachers in charge to help teachers support each other skills in coordination with students' parents, skills in designing and organizing educational activities [8].

A teacher of LVT Primary School said that they are encouraged by the school principal to look for new and active ways to organize educational activities for students, helping them to participate in useful activities at school through the best development of their abilities [9]. Principal encourages teachers to annually sign up for initiatives that have experiences in education and teaching. Experienced initiatives need to focus on solving the problems that exist in the education of students of the school”.

A teacher of D.Q Primary School said that the current program is being implemented in a heavy school, so teachers and administrators are limited in terms of time to implement, the capacity of staff. The school management ministry is limited, the teachers themselves are not really excited about fostering, learning and capacity development [10]. The teachers in the school all have good pedagogical knowledge and skills, but in response to the 2018 program, the ability to organize experiential activities is the capacity that our teachers are weak, the school is very interested in develop this capacity for teachers.

The fact-finding process shows that there have been measures to foster educational competencies for primary school teachers, although these measures are not periodic or regular but reflect the current operational situation [11]. Capacity building for teachers in schools should be in regular form. Some forms of organization have been deployed in recent years such as group activities by thematic, listening to thematic reports, seminars by grade level or in professional groups, encouraging and transform the fostering of this competency as a criterion in evaluating the completion level of teachers' end-of-school tasks, etc.

5. CONCLUSION AND RECOMMENDATIONS

Currently, some component capacities are still weak, homeroom teachers themselves and primary school administrators are also aware of the shortcomings of the educational capacity of primary school teachers. Fostering the educational capacity for primary teachers is an urgent requirement for each teacher to be able to perform well their roles and tasks in the school. To be ready for teachers to implement the primary education program at the primary level, elementary schools need measures to foster educational capacity for the contingent of teachers, to prepare for real competencies for new programs, including the capacity to organize educational activities, organize experiential activities for homeroom students at primary schools. To overcome the shortcomings of the above-mentioned educational competencies, some measures for fostering educational competencies that need to be implemented immediately such as surveying and finding out the status of the teaching capacity of the team working as head teachers, developing a plan to foster educational capacity for the vocational teachers in accordance with the local practical conditions and personnel of each school, organizing group professional activities to share knowledge and skills in educating students and assisting colleagues in designing and organizing experiential activities for students.

Conflict of Interest

No conflict of interest is noted in the paper.

Author Contributions

Ha Thi Kim Linh conducted the research, then wrote the paper; Huynh Tan Hoi revised the paper; all authors had approved the final version.

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