

Fundamental Innovation in Primary School Teacher Training in the Primary Education Sector at Tan Trao University

Duong Quynh Hoa^{1*}

¹Department of Student Administration, Tan Trao University, Vietnam

DOI: [10.36347/sjahss.2023.v1i107.002](https://doi.org/10.36347/sjahss.2023.v1i107.002)

| Received: 29.05.2023 | Accepted: 05.07.2023 | Published: 09.07.2023

*Corresponding author: Duong Quynh Hoa

Department of Student Administration, Tan Trao University, Vietnam

Abstract

Review Article

The article is based on theoretical issues regarding the fundamental innovation in primary school teacher training and the practical activities of primary school teacher training in the primary education sector at Tan Trao university. It aims to analyze the advantages and limitations of primary school teacher training. Based on practical research, the article highlights new changes in primary school teacher training at Tan Trao University in terms of goals, system structure, content, teaching methods, and assessment. These innovations have proven effective in education, enabling learners to actively participate in the learning process and transform training into self-learning.

Keywords: Innovation, training, primary teacher, primary education sector, Tan Trao University.

Copyright © 2023 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

1. INTRODUCTION

In the field of education, the Communist Party of Vietnam consistently affirms that education and training are top national policies, and investing in education is investing in development, with education being the top priority. Resolution 29 - NQ/TW on comprehensive innovation in education and training, adopted at the 8th Central Committee Conference of the 11th tenure of the Communist Party of Vietnam on November 4, 2013, clearly states: "Regarding higher education, focus on training high-quality human resources, nurturing talent, developing qualities, self-learning abilities, self-enrichment of knowledge, and creativity of learners. Improve the network of higher education institutions, the structure of disciplines and appropriate levels of training in accordance with the national human resource development plan, including some universities and disciplines of regional and international standards. Diversify training institutions that meet the needs of technological development, various sectors, and professions, while emphasizing the construction and defense of the country and international integration." [1] Since then, the process of innovation in higher education has been carried out in Vietnam with the goal of bringing about fundamental and significant changes in the quality and effectiveness of education and training to better meet the needs of nation-building, defense, and the learning demands of the people.

The fourth industrial revolution is increasingly affecting all nations and penetrating various fields. Under the influence of this revolution, new knowledge and scientific information are rapidly advancing, while specialized knowledge becomes outdated quickly. The "digital" environment is becoming more prevalent in society in general and in education in particular. Particularly in higher education - where high-quality human resources are trained for the country - there has been a significant transformation from educational philosophy, goals, to the role of teachers and teaching methods. Additionally, in order to adapt to new conditions such as natural disasters, pandemics, etc., higher education has undergone a strong transformation [9].

To meet the general development trends of the entire education sector, in recent years, the primary education of the Faculty of Preschool and Primary Education at Tan Trao University has undergone fundamental changes aimed at improving the quality of training high-quality human resources for Tuyen Quang province and the whole country. This article discusses the fundamental innovations in primary school teacher training at Tan Trao University in various aspects such as goals, system structure, content, teaching methods, and assessment.

2. CONTENT

2.1. Guiding viewpoints for primary school teacher training at Tan Trao University

In terms of history, Vietnamese higher education has a long history spanning over a thousand years since the establishment of the Temple of Literature - the First National University in 1070. After the August Revolution in 1945, the development of higher education has undergone more than 75 years. During the period of innovation, the Party has consistently affirmed that education and training are top priorities in national policies. Investment in education is considered an investment in development, and education is always given priority and strengthened ahead of other sectors [7, 8]. To meet the urgent demands of reality, the 8th Central Committee Conference of the 11th tenure of the Party adopted Resolution 29-NQ/TW on November 4, 2013, "On comprehensive and fundamental innovation in education and training, meeting the requirements of industrialization, modernization in the context of market-oriented socialist-oriented economy and international integration" [1].

After more than 8 years of implementing the renewal policy, higher education in Vietnam has achieved encouraging achievements. One of these achievements is the institutionalization of the principles and content of Resolution 29-NQ/TW on education innovation into the state's policies and laws. Specifically, during the period from 2018 to 2019, amendments to the Law on Higher Education (2018) and the Law on Education (2019) were drafted by the Ministry of Education and Training and passed by the National Assembly [8]. These changes have been gradually implemented and have contributed to creating a legal framework for higher education innovation activities. Furthermore, higher education institutions have been allocated and established nationwide, aiming to provide more equal opportunities for people to access higher education.

In line with the movement of teacher training institutions, the primary education of the Faculty of Preschool and Primary Education at Tan Trao University has also made fundamental adjustments and changes in management and training to improve the quality. The Faculty of Preschool and Primary Education is a unit under Tan Trao University responsible for training teachers in the Primary Education and Preschool Education sectors. It operates according to the organizational and operational regulations of the Faculty of Preschool and Primary Education issued with Decision No. 234/QĐ-ĐHTTr on March 16, 2020 by the Rector of Tan Trao University. As one of the backbone sectors of the university, the Primary Education is always given attention by the university's leadership, providing the most favorable conditions to enhance the quality of faculty, invest in facilities, and achieve the educational goals. To affirm

the quality of training and its position, in 2020, the Primary Education sector registered and underwent quality accreditation. In 2021, it achieved the quality accreditation standard [2].

Through the quality assurance activities, the Primary Education sector has conducted objective assessments and evaluations of the achieved results, identified existing strengths and limitations, and provided guidance for quality improvement and enhancement of the training programs [10, 3-6]. Specifically:

Some strengths of the curriculum and training activities in the Primary Education sector include:

The training program is designed with a clear roadmap and defined objectives that align with the goals of higher education and the mission and vision of the institution. The program's learning outcomes establish a clear level of proficiency in terms of knowledge, skills, attitudes, autonomy, and responsibility. Additionally, the learning outcomes are informed by feedback from various stakeholders, such as faculty members, students, alumni, and others.

The structure and curriculum are designed based on the defined learning outcomes and undergo regular review every two years. Approaches in teaching are paid special attention to with diverse teaching and learning methods, in accordance with the learning outcomes. The process of assessing and evaluating learners is clearly defined and publicly disclosed through various means. The assessment and evaluation methods are diverse and appropriate for the specific professional nature of the Primary Education sector, and they meet the learning outcomes of the training work. The evaluation results are promptly provided, enabling learners to take an active role in improving their learning outcomes.

Some limitations of the curriculum and training activities in the Primary Education sector include: The goals of the Primary Education training program lack diversity in terms of gathering feedback from relevant parties. The teaching methods are not diverse, particularly online teaching methods that have not been highly effective. The assessment and evaluation methods are not diverse and do not align closely with domestic and international programs. Recognizing these limitations and the need for innovation in training, the primary education sector has made improvements and innovations to enhance the quality of human resources and meet the requirements of innovation.

2.2. Fundamental innovations in primary education teacher training at Tan Trao University

Firstly, establishing mission and vision.

The Faculty of Preschool and Primary Education has planned with clear objectives, directions, development scales, and tasks that reflect the mission and vision until 2030 for two sectors: primary education and preschool education. It affirms that the faculty is a reliable address for training, nurturing, scientific research, and international cooperation in the specialized fields of education to provide high-quality human resources for the education sector.

Secondly, the innovation of educational thinking is "connected to the construction of a learning society; ensuring conditions for improving quality; standardizing, modernizing, democratizing, socializing, and integrating the education system; maintaining the orientation of socialism and reflecting the national identity." Through strengthening research activities and community service, students not only regularly and deeply supplement their knowledge but also utilize that research to serve their own learning. The content of research topics in the field of primary education by students falls within the specialized areas of training. Through scientific research, students have gained a better understanding of specialized knowledge, grasped research methods and organization, developed independent thinking abilities, gathered materials, analyzed, compared, and scientifically explained theoretical and practical issues. The results and products of the faculty's scientific projects are evaluated at the end of each academic year, and the results, after evaluation and publication, are used in accordance with the regulations on intellectual property and technology transfer of the university. Many research results have been applied or transferred into teaching content and specialized topics to enhance the quality of education in the primary education curriculum. The results of student research activities are recorded as follows: from 2016 to 2022, a total of 111 research topics and graduation theses have been evaluated, including 20 research topics and 91 theses.

Thirdly, there is a strong and significant innovation in the content of the curriculum and teaching methods towards international integration. The curriculum and instructional materials are designed and implemented in an open manner, allowing regular updates of knowledge from both domestic and international sources. It provides flexibility in using curriculum and learning materials from within or outside the country to deliver instruction to learners. The teaching content is closely integrated and aligned with the practical requirements of the field. To meet the demand for human resources serving the 2018 General Education Program, the elementary education sector has updated the requirements and innovations of the 2018 program into the curriculum [3-5].

Regarding teaching methods, it allows for the use of diverse teaching methods based on the principle of "learner-centeredness," minimizing classroom

teaching hours to provide learners with time for self-learning and research. It combines both face-to-face and online teaching methods to diversify the learning environment and create unlimited classroom space. Electronic lectures, discussion participation, and interactive learning through educational software are used to assist learners in studying and assessing their results before and after class. Specifically, in the 2020 training program, the form of examination for subjects such as Vietnamese Language 1, Vietnamese Language 2, etc., was changed from written exams to question and answer exams and multiple-choice exams. The change in the form of end-of-module exams should focus on the characteristics of each subject to be appropriate and ensure the achievement of the predetermined learning outcomes for that subject. Practical learning and assessment methods are enhanced for subjects related to methods/professional practice. Emphasis is placed on applying problem-solving methods to enhance learners' self-learning and research skills. Presentation and group work methods are further emphasized. Online teaching methods are emphasized to enhance learners' self-learning abilities and to align with current trends in educational innovation.

Fourthly, in terms of assessment and evaluation, there is a strong emphasis on objective and rigorous measures to ensure the effectiveness of teaching and learning. Comparing the results of different forms of assessment between 2018 and 2020 reveals that the assessment methods in the 2020 training program have undergone significant changes compared to the 2018 training program. These changes in the assessment methods of the 2020 training program have notable features that align with the training objectives and learning outcomes of the elementary education program [6], specifically:

In the 2020 training program, the number of modules in the General Education Knowledge has increased by 6 modules using practical assessment methods, while the number of modules combining questioning and multiple-choice assessments has decreased, eliminating the use of multiple-choice assessments. This change in assessment methods helps to comprehensively evaluate the ability to use and apply technology in teaching.

Compared to the 2018 training program, the modules in the Professional Education Knowledge of the 2020 training program have undergone changes in the arrangement of some courses within the knowledge blocks. This change aims to align with the roles and knowledge capacity of the courses in the training program. For example, in the 2020 training program, the ratio of written examination is 34 out of 81 modules, accounting for 38.6%, a decrease of 11.4% compared to 2018 (44 out of 88 modules, accounting for 50%). Some modules have changed their assessment format to written examination, such as *General*

Psychology, Crafts – Techniques and Technology in primary education. Additionally, some modules have changed their assessment format from written examination to a combination of questioning, written and practical examination, such as *Vietnamese language 1*, which transitioned from a written examination to a multiple-choice examination. *General Psychology* in the 2018 training program, which had a multiple-choice examination format, has changed to a written examination. Particularly, two Internship modules, Internship 1 and Internship 2, have added written examination format. The change in the weight of examination formats in courses within the knowledge blocks is based on identifying the position and contribution of the courses in the training program, as well as ensuring alignment with the learners' knowledge and skills.

3. CONCLUSION

In the context of rapid and strong educational innovation, the demands for teacher training in general and primary school teachers in particular are increasing. To equip future educators with a solid foundation, teacher training universities are undergoing significant transformations. The tools for future educators are knowledge, skills, and pedagogical expertise, which they will be fully equipped with during their university education. However, an equally important aspect is a passion for the profession. This will help them overcome the difficulties and challenges that lie ahead. Recognizing this issue, leaderships of Tan Trao University and lecturers of Primary education sector constantly update documents and fundamentally innovate the objectives, content, methods, etc., in the training of primary school teachers. With the goal of producing high-quality primary school teachers who meet the requirements of innovation and integration in modern education, the Primary Education sector has innovated the teaching content by updating knowledge and skills in line with changes in the General Education Program. They have diversified teaching methods by combining face-to-face and technology-supported instruction, and diversified assessment methods in evaluating learners. The innovations in teacher training have sparked interest in learning and research among students, enabling them to learn and act in tandem. As a result, the training process is transformed into a self-learning process.

4. ACKNOWLEDGEMENT

This research is funded by Tan Trao University in Tuyen Quang, Viet Nam.

REFERENCES

1. Central Executive Committee. (2017). *Resolution of the 8th Central Conference of the 11th Party Central Committee on Fundamental and Comprehensive Innovation in Education and Training*, Resolution No. 29-NQ/TW dated November 4, 2013.
2. Tan Trao University. (2023). *Introduction to the Faculty of Preschool and Primary Education*, <https://daihoctantrao.edu.vn/khoa-gd-tieu-hoc-mam-non.html>, accessed on April 26, 2023.
3. Tan Trao University. (2018). *Program description for the Bachelor's degree program in Primary Education* 2018, <https://daihoctantrao.edu.vn/chuong-trinh-dao-tao.html>, accessed on April 26, 2023.
4. Tan Trao University. (2020). *Program description for the Bachelor's degree program in Primary Education* 2020, <https://daihoctantrao.edu.vn/chuong-trinh-dao-tao.html>, accessed on April 26, 2023.
5. Tan Trao University. (2020). *Decision on promulgating the training program for majors at regular university and college level (2020)*, <https://daihoctantrao.edu.vn/ma-nganh-va-vb-lien-quan.html>, accessed on April 26, 2023.
6. Tan Trao University. (2020). *Decision on promulgating detailed outlines of modules for major at regular university and college level (2020)*, <https://daihoctantrao.edu.vn/ma-nganh-va-vb-lien-quan.html>, accessed on April 26, 2023.
7. National Assembly. (2012). *Law on Higher Education*, Law No. 08/2012/QH13, dated June 18, 2012.
8. National Assembly. (2019). *Law on Education*, Law No. 43/2019/QH14, dated June 14, 2019.
9. Son, L. Q., & Hai, H. N. (2017). "Innovations in Primary Teacher Training in Current Pedagogical Colleges", *Education Journal*, 2nd Quarter, 23-27.
10. Prime Minister. (2016). *Decision on approval for vietnamese qualifications framework*, Decision No. 1982/QĐ-TTg, dated October 18, 2016.