Change method of teaching and learning at universities in Vietnam on current

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ABSTRACT

Today, the technological and scientific revolution thrives, marking the process of globalization taking place in all areas. In the process of integration, education in Vietnam in general and higher education, in particular, are facing fierce competition right at home. Especially the wave of industrial revolution 4.0 and non-traditional education methods pose many challenges for the education industry, especially higher education. What should Vietnam do to avoid lagging in education and participating in the globalization of education? Are the methods currently used in universities still relevant? How is the change of method at universities going? These questions were open issues for the authors to embark on research on the need to change the current teaching and learning methods in Vietnamese universities.

Keywords— Change, Tradition teaching methods, Non-traditional teaching methods, University, Vietnam

1. INTRODUCTION

The Vietnamese nation has been more than 4,000 years of history, known as a nation with a studious tradition. That tradition followed the footsteps and minds of Vietnamese people on the path of socio-economic development as well as integration today. That tradition has nothing to discuss, but it must be encouraged to form a learning and studious society, especially in the context of developing a knowledge economy and globalization. But with the current practice, that tradition of the nation is under great pressure from the requirements of the process of international economic integration.

So is that tradition wrong, outdated and should be removed from the higher education system? No, that tradition itself is not wrong. But the wrong thing is to solve the problem: what to learn, where to study, when we need to learn and learn, we are wrong, wrong. It will continue to go wrong if we still maintain the old way of teaching and learning when non-traditional education and globalization of education are forcing us to change.

There is a problem to be aware of and want to discuss thoroughly is to distinguish between traditional teaching-oriented teaching methods, that means teachers use their knowledge and skills to communicate. Give birth to the way the teacher reads for students to copy.

So, should an absolute boundary be established between non-traditional teaching methods and traditional teaching methods? If there is a change in the way of teaching and learning, what is the change? Only teachers and students change, or does the whole education need to change?

2. PURPOSES OF THE RESEARCH

This study focuses on the interpretation of the need to change teaching and learning methods at Vietnamese universities. To prove that need, this paper will have to answer the following questions:

- What did teachers and students do in the teaching and learning process to achieve the goals set out in the teaching and learning process?
- Why has the innovation of teaching and learning methods in Vietnamese universities not yet fulfilled the desired results?
- What do teachers need to do to teach their lectures to inspire students to study?
- Do you need to build teaching and learning strategies?
- Have you developed a positive teaching and learning strategy yet?

Based on the results of the survey activities, combined with relevant documents and guidelines of the State of Vietnam, the authors have made suggestions to change the teaching methods as present at Vietnamese universities.

3. METHODOLOGY

Research using methods: questionnaires with questionnaires (direct delivery to students, via social networks and some schools' forums), direct interviews with students, lecturers and administrators educational logic; study State documents and related documents. In particular, the questionnaire survey method is the main method. The questionnaire was surveyed on two main subjects: students and lecturers, the number of votes issued was unlimited, the number of votes collected was 1,000 votes.

For students, the questionnaire will focus on the difficulties in determining the importance of learning methods, the role of teachers and the need to change their learning methods, as well as methods of teachers. For teachers, the questionnaire will focus on the role of lecturers in the process of knowledge transfer, combined with guiding the necessary skills in subject teaching, in guiding students to study science and graduation guidance. In addition, in order to increase the reliability in determining the necessity of maintaining or changing the teaching methods and methods of students, the author also consulted with the education manager.

4. RESEARCH RESULTS

4.1. Traditional teaching methods at universities are at the threshold of integration and globalization

According to Fire (Fire) [17], a sociologist, a famous Brazilian educator, called this teaching method is "System for knowledge", the process of conveying information from the beginning of the mentor to the beginning, and that loses the activeness and ability to develop the soft skills needed for students. The fact that higher education in Vietnam is currently happening, although its popularity is not as dense as many years ago.

In the context of Vietnam's deeper and deeper integration with the world and the trend of internationalization, it poses more challenges for Vietnamese education in general and higher education in particular in the race, meeting requirements of practice. In the face of that trend, education has become a resource that determines the socio-economic development of all countries including Vietnam. Our Party has repeatedly affirmed that education and training along with science and technology are the top national policies. The document of the XI Congress affirmed: "The development of education and training together with the development of science and technology is the top national policy; Investment in education and training is development investment. Basic and comprehensive innovation of education and training according to the development needs of the society; improve the quality according to the requirements of standardization, modernization, socialization, democratization and international integration, effectively serving the cause of national construction and defense.

However, in the current higher education environment of Vietnam, although there are many changes (especially in terms of methods), the change also takes place in a cautious and incomplete manner. In other words, traditional teaching methods are still quite popular and occupy a lot of teaching methods today. The reality of the current traditional education method shows that there are many shortcomings. The class is passive through teacher-centered lessons and paper-based activities. Students just need to record the teacher's teachings passively, mechanically. The teacher's words are considered to be standard and there are very few reactions or comments from students. Implementing this teaching method, teachers are speakers, lecturers, "living knowledge store", students are listeners, remember, record and follow.

The course is arranged in chronological order, requiring assessments from lecturers by grades through attendance in class, taking tests, answering questions from lecturers and students ... Comparison in class occurs because the activities are evaluated and graded by teachers, depending entirely on the teacher's role. Students self-assess themselves but rarely evaluate classmates. The curriculum is arranged according to a template available and is imposed from the beginning into the classroom. Lecturers perform sequential teaching according to chapters, periods ... The teaching job of teachers is to ask students to do the same job, at the same time, with little interest in personal interest and interests of learners.

In the past few years, group learning has been implemented but has not been effective. Group study means that each subject will be taken for a certain period of time, under the guidance of the instructor and usually focused primarily on unimportant parts, and relatively little duration (accounting for only 17% to 22%) compared to the subject duration. However, this form is only suitable for classes with small numbers, and for large classes, it is almost difficult to implement or perform less effectively. That is not to mention the passivity of students, the preparation of discussion content, implementation method.

Also according to the survey results of the author at some universities and colleges in Ho Chi Minh City, the form of passive teaching, that is taking lecturers as centers are quite popular. The phenomenon of students attentively recording the teachings of the teacher, according to the type of teaching reading and writing, also appeared a lot, especially for theoretical subjects, heavy in nature (figure 1).

However, if it is completely negative, the traditional teaching method is wrong, especially the presentation method. One question is: what advantages does this method have to be used by many people and used for so long?

Fig. 1: Teaching methods in the universitíe

However, if it is completely negative, the traditional teaching method is wrong, especially the presentation method. One question is: what advantages does this method have to be used by many people and used for so long?
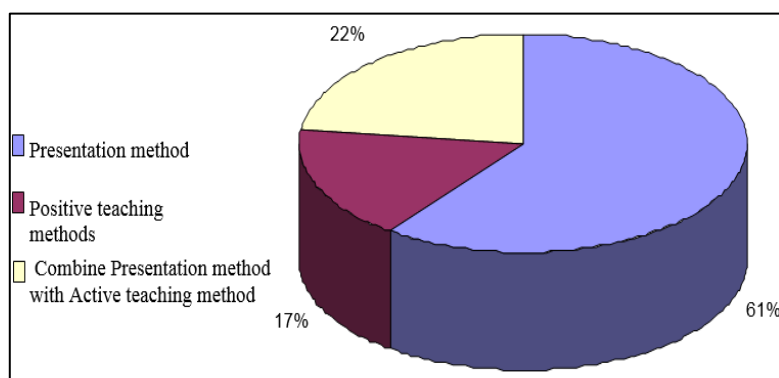
There are positive reviews of traditional teaching methods, which have made this method widely applied for quite a long time. So until today it exists, popular in universities and colleges, through surveys as well as understanding the author noticed:

- This is the optimal method to help teachers communicate a large amount of knowledge in a short period of time, which is entirely consistent with the current layout of the program;
- Instructors are completely active in their lectures, there are no obstacles to problems that may arise in class, even shifting hours between chapters, and lessons are not difficult;
- Students acquire a large amount of knowledge when they receive a lot of information conveyed from the instructor, plus zoning knowledge for examination, or doing homework assignments;
- Trainers are those who are fully active and decide on the content to be conveyed, methods and methods of communication; reduce difficulties and time for teachers in preparing lessons. Teachers only need to prepare lectures once, they can be used to teach many times, in different classes. If there is a change or supplement, it is not significant.
- Due to the academic characteristics of the knowledge, the content of the lesson according to traditional methods is systematic and highly logical, so the listeners and the communicators can easily get closer to each other.
- In fact, there are well-known professors and managers in the field where they are experts invited to universities or research institutes to speak on a certain issue. Such presentations often bring new and useful information. The listener is also interested in learning how to reason as well as new ideas from the presentation.
- The question arises: then why do we reject the presentation method at university? Thus, the problem here is that the presentation content is something new, contains a lot of information, is it helpful for the listener, can it be applied to reality ... A good teacher when using the method of presentation, it does not mean just passing one-sided knowledge, but also posing many open questions to students, forcing their students to ponder, learn methods and ways to achieve be knowledge.

4.2. The throne of non-traditional education (active teaching method) in the era of globalization
Non-traditional education is also understood as active, learner-centered teaching, showing the teachers' efforts when interacting with students in the learning and research process; demonstrating the efforts of intellectual activity, the high level of mobilization of psychological functions (such as excitement, attention, will ...) of both learners and teachers to achieve the goal sex poses at the highest level.

One question is: remove or innovate traditional teaching methods? We are calling and implementing innovative teaching methods in education and training. This does not mean eliminating the traditional teaching method out of the teaching methods that should be applied today. So what is that change like? How is traditional education method being applied? In other words, how is positive teaching done? Especially given the pressure of integration and globalization in all fields, including education. When education is considered advanced in the world are daily and hourly penetrate into the potential education market in Vietnam.

According to the Ministry of Education and Training Circular No. 04/2016 / TT-BGDT dated March 14, 2016, and guidance No. 1075 / KTĐBCL-KĐĐH dated August 28, 2016, of the Department of Educational Testing & Quality Accreditation, requires the standard The training industry's objectives are: to meet the requirements of graduation ability in knowledge, skills, and attitudes. On that basis, many universities today have continuously innovated teaching methods to meet the accreditation standards set by the Ministry of Education and Training, towards achieving regional and world accreditation standards. To accomplish that goal, many schools have changed the concept of education from the assumption that learning is a process of absorbing and comprehending, thereby forming knowledge, competence, thought, and feelings into: learning is a tectonic process; students explore, discover, discover, practice, exploit and process information ... to build their own personal capabilities and qualities. The purpose of that change is to focus on developing competencies (discovery, creativity, cooperation, coexistence, etc.), teaching how to learn, how to approach. Learn to meet the requirements of todays and future life. Things learned are really necessary, useful for learners themselves and for the development of society.

According to that trend, many schools have developed methods to train dynamic people who are early to adapt to the demands of work and social life. In current schools, in teaching activities, student assessment is not only aimed at identifying the status and arranging the students' learning activities but also at the same time creating a situation that identifies the situation and changes Teacher's method of teaching. A number of schools have changed by teachers to monopolize the assessment of learners (but not much). Applying the current non-traditional teaching method, many schools have implemented ways to instruct learners to develop self-assessment capabilities, to arrange their own learning styles. To accomplish this, many school teachers have created conditions for learners to participate in the mutual evaluation. Also through the author's survey, in many schools today, positive teaching methods have been put into practice and the first step has been effective, both teachers and learners appreciate. Many new methods have been introduced such as group working methods, goldfish tanks, screening, role-playing, questioning, experts, games ... the results are quite satisfactory for learners.

Table 1: Achievements of students when approaching new methods

S no.	Content	Frequency	Ratio (%)
1	Create excitement in class	633	63,3
2	Practice skills (public presentation, time management, teamwork skills, situation handling ...)	794	79,4
3	Facilitates searching for documents	654	65,4
4	Forming creative thinking	557	55,7
5	Plan and organize work for the following sessions	442	44,2
6	Create excitement in class	618	61,8

The above methods have not been put into common use, but have been put into practice by many lecturers and some schools. The authors report that they have had the opportunity to attend workshops with teamwork methods in some schools, specifically:

- Classes of about sixty students are divided into small groups of 6 to 8 people. Based on the purpose and requirements of the instructor, the groups are divided according to the teacher's instructions, the members of the group are changed in each part of the lesson, assigned the same task as together;
- The group elected its leader and secretary, who stood for the group representative to give a presentation. In the group, the members worked very enthusiastically and did not rely on a more knowledgeable and active couple. The team members help each other to understand the problem raised in the air against other groups. The performance of each group will contribute to the overall learning outcomes of the class. In order to present the work results of the group before the whole class, the group appoints a representative to present, then other groups have suggestions, comments, even criticisms.
- As a result, four lessons passed very quickly, the class members were excited about their work. The instructor was excited, not only did he feel his lesson was successful, but also formed many students with soft skills that the learners themselves could not expect. Such lessons are highly appreciated by students and show interest in the next lessons.

Table 2: Evaluation results after lessons using group working method

S no.	Content	Frequency	Good (%)	Frequency	Medium (%)	Frequency	No good (%)
1	Teaching methods are easy to understand, not hard-dry, dogmatic	754	75,2	195	19,5	52	5,2
2	The lecture is related to practice	889	88,9	68	6,8	43	4,3
3	School hours facilitate students to contribute ideas to the content learned	832	83,2	46	4,6	122	12,2
4	Faculty facilitates students to self-assess each other	911	91,1	67	6,7	22	2,2
5	Train the public speaking skills	726	72,6	145	14,5	129	12,9
6	Students manage the time the content needs to be presented	792	79,2	176	17,6	32	3,2
7	Students interested in learning	924	92,4	57	5,7	19	1,9

Thus, it is clear that to do that job requires changes in both teachers and learners:

4.2.1 For teachers: teachers must prepare a lot of content and methods to adapt to changes in their diverse and complex functions and tasks. Teachers have to have a deep and wide professional knowledge, have a love for a job, know how to behave subtly and know how to use information technology devices to teach. In addition, teachers must know the development orientation of the learners according to their goals, but also ensure the freedom of students in cognitive activities.

4.2.2 For students: under the direction of teachers, students must gradually acquire the qualities and capacities to adapt to active teaching methods such as understanding learning goals, self-learning, have a sense of responsibility for themselves and for the whole team. Learners also have to learn and learn by themselves everywhere, anytime and in any way. Like that, develop logical, logical thinking ... and form necessary skills. Thus, with this change, the aim is to test and evaluate the results of learners will be fair and objective; pay more attention to assessing the process of learning comprehension of learners.

In addition, the role of employers is extremely important in the training process of any training unit. In other words, it is training according to the needs of society, meeting immediately the job requirements of employers. Therefore, it is necessary that in the process of developing training programs, there must be the participation of businesses and employers. Because there is only such a new training program that matches reality. Because of the lack of necessary skills as well as the training program, in the process of applying for admission to businesses or state agencies, they (the graduates) are very embarrassed in expressing me, others are too exaggerated about their position and capacity, resulting in recruitment failures. Even when recruited, almost businesses have to retrain. Therefore, the training associated with the address must be considered content in the training program, so that when graduates can meet the requirements of business and society.
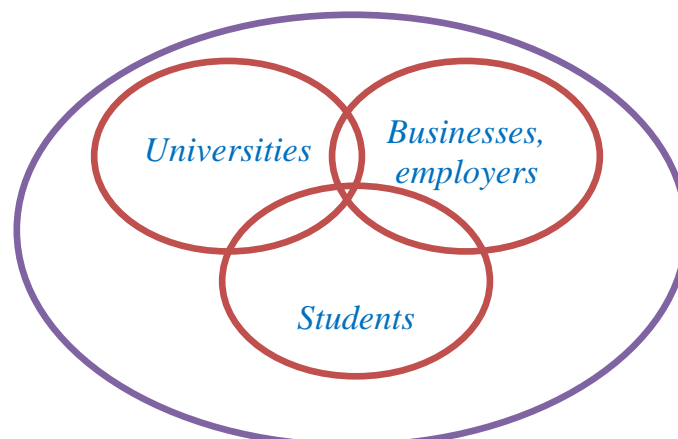

Fig. 2: Factors involved in the education and training process

Activities associated with the school have brought many practical benefits to the school in improving the quality of training and job creation for students:

- First of all, the school's output product has a place to order, has an address to use, so graduates will have jobs immediately and jobs suitable to the training specialty.
- Linking with businesses, the school can capture the requirements of knowledge, skills, professional and quality of training products. This information plays an extremely important role in designing content, training programs as well as innovating the training methods of the school.
- Through association with businesses, the school has many opportunities to strengthen facilities. Enterprises can support solving a difficult part for the school about lecture halls, laboratories, teaching and training equipment at enterprises.
- Through links with businesses, the school is supported with financial resources through granting scholarships to students, paying tuition in the form of university grants to train and provide human resources for businesses, supply finance the school through signing research and consulting contracts.
- Training links between schools and businesses have contributed to innovating teaching methods, students' internship must also change towards serving learners, ensuring flexibility and sticking to reality.

Training cooperation between schools and businesses should be conducted and promoted in schools as well as training institutions to solve the shortcomings and difficulties in the current labor market in Vietnam. Male. Thus, the economy in Vietnam can match up with other countries in Southeast Asia, Asia, and countries in the world. And the development of higher quality education can be pulled back in the coming years, the labor market in Southeast Asia has a free shift between countries such as Thailand, Vietnam. , Laos, Singapore, Malaysia, Indonesia.

5. CONCLUSION AND ONE RECOMMENDATION

Undeniably the traditional teaching method, namely the presentation method is a basic, important, easy to apply the method to convey knowledge, provide information in all areas and for different professions. However, if too abusive, it is difficult to bring an educational effect.

In order for the use of spontaneous non-traditional teaching methods without orientation, without scientific supervision and evaluation, the results may be counterproductive. It is impossible to say "subjectively" that innovation has made students more receptive, without a common measure of education scientists. This job cannot be researched or implemented by an individual or a professional instructor, but the work of specialized units to undertake research and teaching tasks.

Therefore, in order to innovate the teaching method into more substantive, bring more efficiency. Especially in the context of deep integration, requires trained workers with higher qualifications and skills, if not unemployed. Please have some recommendations:

- Firstly, there must be a long-term policy on developing teaching staff. There are appropriate remuneration policies to encourage teachers to learn to improve their qualifications. This work cannot take place overnight but needs specific strategies for each stage. In order to have a good teaching teacher, first of all, the lecturer must be a highly qualified professional, only when mastering the profession, can the lecturers access new teaching methods in a scientific and confident way before the podium.
- Secondly, changing the way of assessing learning outcomes today. Conduct assessment in the direction of focusing on students' learning process in various forms; instead of relying only on the final test results as the traditional method. Focus on evaluating the ability to think creatively, independently solve problems, works skills, instead of just testing knowledge. In general, the evaluation system is fully compatible with the subject's objectives, in line with the desired output standards.
- Thirdly, implementing teaching assistants, effectively supporting both lecturers and students. Teaching assistants are a bridge between teachers and students, carrying out a series of tasks to help teachers effectively implement active teaching methods, help and guide students to improve their quality by learning methods active episode.
- Thus, when innovating teaching methods to improve the quality of teaching and learning, lecturers should combine the use of traditional methods with more advanced and modern teaching methods more effectively and in harmony. The most reasonable, depending on the objectives, content, teaching object and learning conditions.
- In the trend of globalization, knowing how to share, cooperate, and coordinate and know how to solve problems that arise in relationships is a fundamental condition to determine success in work. This problem is becoming more urgent and necessary than ever. In 2015, the ASEAN Economic Community (AEC) has allowed skilled workers in some sectors of member states to move more freely in the region, the competition for jobs is becoming more and more very fierce. If workers in our country (especially for students), in addition to learning the necessary professional knowledge, if not equipped with necessary skills, we may be able to find suitable jobs, righteousness at "home yard".
- The necessity at this time, both the education system from high school to university need to revise the training program, focusing more on training skills for students from high school to university students. The change in the current enrollment method also forces universities to constantly change and improve the quality of training to attract learners.
- Students themselves also need to strive and cultivate necessary life skills in addition to professional skills, so that when entering the life, our students have enough confidence to own themselves, meeting the requirements of work and of society.

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