

Innovating Teaching and Learning Methods to Improve the Quality of Human Resource Training in Vietnam Today

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Abstract: *Currently with the strong development of science and technology and the trend of globalization, the training of high quality human resources, the ability to create and adapt quickly to the new working environment is conditions exist of each country. As one of the key components of the teaching and learning process, the method is a special activity and must always be changed to fit the practical, demanding requirements of the age and suit. Employer requirements. These changes set out for teachers as well as learners to always explore, discover new teaching and learning methods that are appropriate, which is also one of the important bases to improve the quality of human resources in Vietnam today.*

Keywords: Innovation, methods, teaching and learning, students, training, human resources

1. Introduction

In the trend of globalization, at the same time with the rapid development of science, technology and the explosion of information, the process of teaching in universities is existing. knowledge is increasing and more complicated with limited learning time, renewing teaching methods towards promoting students' activeness, independence and creativity, thereby fostering students Self-study, forming lifelong learning ability is an indispensable need in universities.

Innovating teaching and learning methods is an indispensable requirement for both teachers and students. Because, innovation for teachers is an improvement, improving the quality of teaching methods are used to improve the quality and effectiveness of teaching; is the addition and coordination of many teaching methods to overcome the drawbacks of the method that has been used to achieve teaching goals; For learners, it is to change the method which has been used by the superior method, to bring higher learning efficiency, to not only acquire knowledge but also equip themselves with necessary soft skills. , serving for learning, communication, behavior and integration into the working environment later. Therefore, innovating teaching and learning methods is determined in the documents of the Party and State, which the Ministry of Education and Training is directing to meet the requirements of the new educational goals and contents.

Renovating teaching and learning methods at the university level is a matter of necessity and urgency, being paid attention and concern by the whole society. Innovating teaching and learning methods poses many requirements for teachers' teaching activities, student learning activities, and the renewal of the school's training methods. The purpose of innovating teaching and learning methods is to promote learners' activeness, train thinking, self-study and self-study ability to adapt immediately to the environment outside the society.

With that meaning, renewing teaching and learning methods at the university level is "taking learners as a center", towards promoting positive in learners' awareness, forming in self-studying learners, explore, research, create and master scientific knowledge with the organization and guidance of teachers; aiming at achieving the set objectives and tasks, contributing to training professional human resources for the country.

2. Methods

The sources of research were the works of Vietnam scholars and foreign scholars on didactics, textbooks on Pedagogy of the twentieth century, UNESCO recommendations on the development of teaching strategies. On the one hand, the section overviews, and on the other hand, the results of a practical study on the use of innovative teaching methods by teachers and learning methods by students, and understanding of their strengths and weaknesses are presented.

Sampling procedure and Participants: In the first part of the paper, the analytical and system approaches were used, and the theoretical changes of modern pedagogy were generalize. Study State documents and related documents.

A survey of teachers and students on the using of traditional and innovative teaching methods and learning has been conducted. To conduct the survey, the research team went to several universities in Vietnam to deliver and receive votes. In addition, the research team also carried out surveys to fanpage of some universities and received results through mailboxes. Survey by questionnaire (taken directly broadcast for students, via social networking facebook and some universities forums), direct interviews with students and lecturers. The questionnaire was surveyed on two main subjects: students and lecturers, the number of votes issued is unlimited, the number of votes collected is 1.000 votes of students and 130 votes of lectures. For teacher question is,

Volume 8 Issue 8, August 2019

www.ijsr.net

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how much do teachers take a positive attitude to innovation, accept them, and improve their skills? For students question is how much do students take attitude to his study? To answer this question, a questionnaire was compiled, and a survey was conducted among teachers who is teaching in some universities of Vietnam. The selection of respondents was carried out by random sampling. The survey was conducted in April - July 2019. Practical penetration method: the group of authors participated in a number of lecturers' class hours, in-depth interviews with lecturers and students through questions.

The results of the survey help to understand: first, how dynamic is the improvement of teachers' pedagogical skills and mastering of innovations in teaching. Due to the limited time to complete the Report, the research team focused on a few typical universities of Vietnam and presented some key research results.

Data obtained from surveys used by the author group using SPSS software; combine with the results from actual participation with teachers and students; thereby making judgments and assessments; therefore, the reliability of research results is relatively high. However, since only a few universities of Vietnam have been surveyed, it is not possible to provide an optimal teaching and learning strategy.

3. Some Problems Posed

Higher education in our country is taking a step forward from content-approaching education to approaching the capacity of learners, ie from being interested in what students learn to the point of interest to students what through learning. To ensure that, the approach to the elements of the teaching process must be renewed:

- Teaching objectives: Moving from mainly equipped with knowledge to forming, developing the quality and capacity of learners;
- Teaching program: Shifting from concentration, subsidy to decentralization: The curriculum of the Ministry, local programs and university programs;
- Content of teaching: changing from academic knowledge content to streamline, selective, integrated, meeting application requirements in practice and international integration;
- Teaching methods: Shifting from one-way communication, passive students (teaching activities of teachers are central) to organize learning activities for students and students with self-control and initiative in study (student activities are the center, lecturers are supporters and instructors);
- Form of teaching: The lesson hours shift from mainly taking place in traditional classes to diversifying forms of teaching, combining both inside and outside the classroom, outside the school: teaching at heritage, teaching in association with production and business, strengthening social activities, increasing the application of information technology, scientific research, creative experience activities ... From mainly teaching the whole class to combining teaching study small groups, individuals with the whole class;

- Assessment and assessment: The word mainly examines the memorization of knowledge to assess capacity; from primarily assessing learning outcomes to combining learning outcomes with process assessment, assessing students' progress;
- Teaching conditions: Moving from mainly exploiting the educational conditions within the school to creating conditions for students to learn through diverse and abundant learning resources in society, especially is via the Internet; ... developing self-study, self-studying and preparing abilities for lifelong learning

From changing the approach to the components of the teaching process, requiring management in the school must also change: changing from implementing subsidized management (both thinking and action), imposing destiny top down command; implementing stereotypes and machines according to the regulations of superiors, management mechanisms limit the creativity of teachers and students, lack of autonomy, not meeting regional appropriateness, ... changing new management in the direction of democratization, decentralization of management, allocation of autonomy to promote the activeness and creativity in accordance with reality of university and lecturers

4. Results

The Necessity of Innovating Teaching and Learning Methods at the University of Vietnam

In the central resolution of the 2 nd Session VIII (December 1996) of the Central Committee of the Communist Party of Vietnam affirmed: "Strongly innovating methods of education - training, overcoming one-way transmission, forging training into creative thinking of learners. Step by step applying advanced methods and modern means to the teaching process, ensuring self-study and self-studying conditions for students, especially university students. Quickly and regularly develop the self-study and self-training movement in the whole population, especially young people" (Communist Party of Vietnam, 1996).

According to the Circular No. 04/2016 / TT-BGDĐT dated March 14, 2016 of the Ministry of Education and Training and guidance No. 1075 / KTĐBCL-KĐĐH dated August 28, 2016 of the Department of Educational Testing & Quality Accreditation, requires the first standard The training industry's objectives are: to meet the requirements of graduation ability in knowledge, skills and attitudes.

The change of enrollment methods has now forced universities to constantly change, improve the quality of human resource training and create credibility with society to attract learners. In other words, it's to create a brand for your own school. "Higher education in the 21st century is about more than acquiring knowledge from a single discipline. Higher order skills, such as critical thinking, creative problem solving, teamwork, and communication, are becoming even more fundamentally valuable" ((Simone Buitendijk, 2017, p. 7)

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 we can not improve life skills, we may be able to find suitable jobs right away at "home".

Shortcomings in Traditional Teaching and Learning Methods

According to Fire¹, the traditional method of teaching (a method of preaching) is "Knowledge-giving system", is the process of conveying information from the beginning of the teacher to the beginning of the game, and that takes away the calculus extreme and ability to develop soft skills needed for students. The fact that higher education in Vietnam is currently still 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.

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:

About the teaching of teachers: the class is passive through the lessons, taking the teachers as the center, the lecturers focus on the presentation (even read only for students to copy). In recent years, when application software appeared, there were lecturers who prepared Slide, presented to students to view, speak and analyze very little. There are things teachers show and lecture like in textbooks and materials.

About student learning: students just need to record the teacher's teachings passively, mechanically. The teacher's words are considered to be the norm, the truth and very little reaction or opinion from the students.

Implementing this teaching and learning method, the lecturer is a lecturer, lecturer, and a "living knowledge storehouse"; Students are listeners, remember, take notes and follow.

About the curriculum and assessment: the course is arranged in a chronological order, requiring assessments from teachers by grades through attendance in class, taking tests, answering questions from lecturers and students Membership ... 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.

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. 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. A good teacher using the presentation method does not mean just passing one-sided knowledge, but also poses many open questions for students, forcing his students to explore and learn methods and ways to gain knowledge.

To have an effective teaching; the faculty members of the universities should be awarded of these barriers and requirements as a way to improve teaching quality. The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for effective teaching in the higher education. Finally, it is supposed that there is an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules (Nahid Shirani Bidabadi, Ahmmadreza Nasr Isfahani, Amir Rouhollahi & Roya Khalili, 2016). In the twenty-first century, significant changes are occurring related to new scientific discoveries, informatization, globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. How is the school changing in the new century? How does learning theory change? Currently, you can hear a lot of criticism that the classroom has not changed significantly compared to the last century or even like two centuries ago. Do the teachers succeed in modern changes (Aigerim Mynbayeva, Zukhra Sadvakassova and Bakhytkul Akshalova, 2017).

New Methods are used and Results are Achieved

¹ . Full name: Paulo Freire (1921 - 1997), a sociologist, a famous Brazilian educator

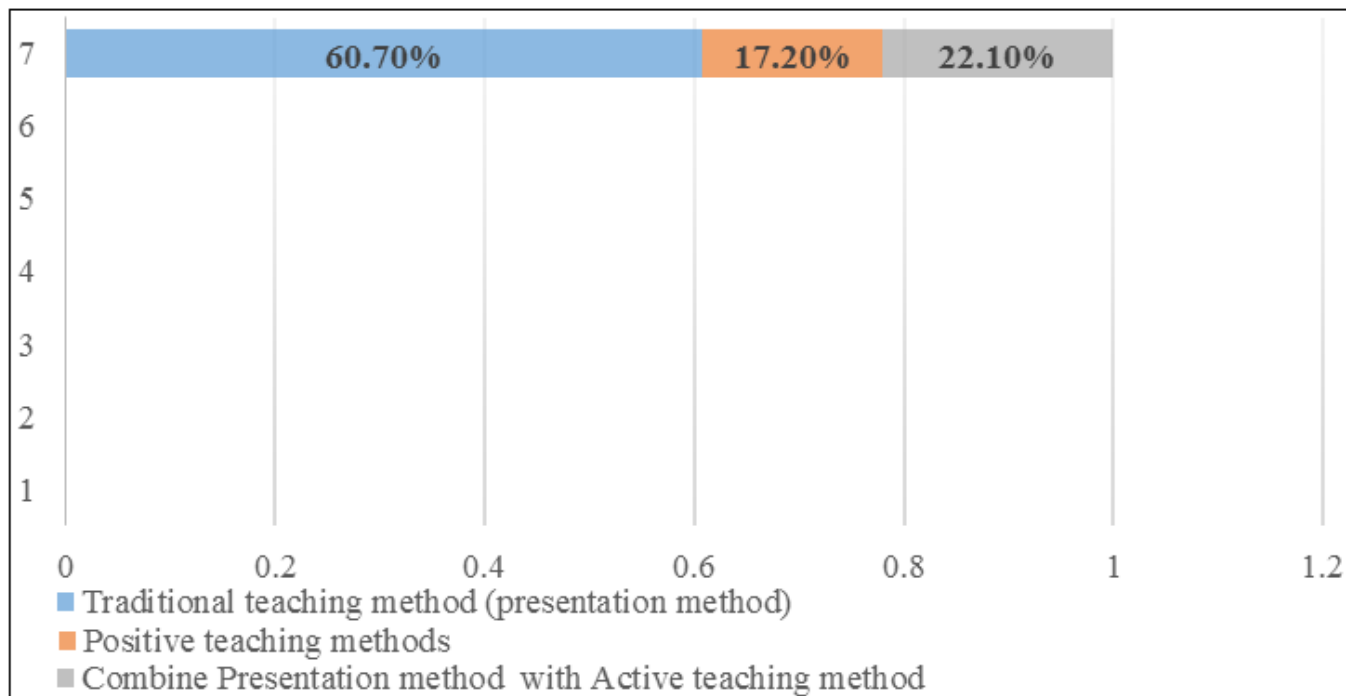


Figure 1: Teaching methods in the universities of Vietnam

In many universities today, active teaching methods have been put into practice and the first step has been effectively evaluated by both teachers and learners. 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.

In terms of learners, the attentive note of the teachings of the teacher, considered it as the answer, then took the knowledge to take the exam, achieved high scores, then satisfied also had changes (even replace fast change). Many students have responded to teachers on how to teach in reading, even having ideas with the Faculty, the School, or responding to the forums. Currently, in many universities, the credit-based training system allows students, in addition to self-determining the number of credits to register, also allows students to choose lecturers. This has forced many

teachers to constantly innovate teaching methods, learn new knowledge and avoid the risk of being eliminated by the place where they are studying.

In the aspect of teaching people, lecturers instead of just focusing on presentations, using Slide ... the contents of the curriculum have changed during lectures by combining many different methods. Teachers have focused more on the interest of learners, listening and answering questions and ideas; Not only does the teacher answer in class, the teacher also interacts with students with different means and forms.

From changing teaching methods and learning methods, the author found that there is a difference between the traditional method and the new method, and the new method brings many positive, namely:

Table 1: The difference between traditional and positive methods

Numerical order	Content	Traditional Method	Positive Teaching Methods
1	About the concept	Learning is a process of loss and comprehension through which formation of knowledge, capacity, thought ...	Learning is a tectonic process, learners explore, discover ... self-forming abilities and qualities.
2	Basic	Transmitting knowledge and proving the truth of the teacher (for the fish).	Organize cognitive activities, support learners to find the truth (put the fishing rod).
3	About purpose	Focus on providing knowledge and techniques. Learning to deal with exams, so after finishing school often neglected or rarely used.	Focus on forming competencies: learning to meet the requirements of current and future life. Things learned needed, useful (cohabitation).
4	About content	From textbooks and lecturers	From many sources: textbooks, teachers, experiments, reality ... associated with understanding capital, experience, needs of learners; with specific circumstances and environment.
5	About the method	Explaining one-way communication is essential (monologue).	Implemented by many methods: explore, compare, investigate, research, solve problems ...
6	Organizational form	Students listen, look, take notes.	Mobile, flexible, study in class, laboratory, reality, individuals, groups, friends, the whole class faces the person who teaches, argues (even through personal pages, mailboxes
7	About evaluation	Fixed, confined within the framework, limited curriculum, time, space, teachers face the whole class.	Teachers evaluate, students evaluate each other, evaluate a process.

A number of universities have changed by teachers to monopolize the assessment of learners (but not much). Applying the current non-traditional teaching method, many universities 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 mutual evaluation.

Also through the author’s survey, in many universities 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 2: Achievements of students when approaching new methods

Numerical order	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

Table 3: Evaluation results after lessons using group working method

Numerical order	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

5. Some Measures to Manage and Innovate Teaching and Learning Methods

Managing the intrinsic change is planning and directing the implementation of change to achieve the goal. Managing innovation in teaching methods based on university Change management often goes through three stages:

The preparation stage for innovation of teaching methods: is the stage of preparation for all members willing and able to implement the innovation of teaching methods: attitude, knowledge and creation skills the engine changes and creates a sense of security so they are ready for change. Prepare the minimum conditions to implement innovative teaching methods.

universities. The authors report that they have had the opportunity to attend workshops with teamwork methods in some universities, 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.

Implementation phase of innovation of teaching methods: Conduct changes according to a proper roadmap (suitable to the conditions, resources and development level of the school as well as in a specific context directly related to Go to school) with attention to motivating and reducing reactions when making changes. Evaluate the results of changes (can be evaluated in each stage) and adjust if necessary. In essence, this is the planned implementation phase.

The stage of sustainable development of the results of innovation of teaching methods: Eliminate barriers and support the innovation of teaching methods. Find ways to maintain the achieved “change” for the school to develop sustainably with the “new” that has been formed, ie maintain the “new” that has been achieved.

Implementation Steps

Develop a strategic plan to innovate teaching methods:

In order to accurately identify the problem that needs to be changed in the school, it is necessary to determine the current state of the school. The current state is the state that contains the factors that need to be changed for the school to develop sustainably, in fact evaluating the situation of the school. The precise determination of the current state will help the school to set the right route, develop a clear strategic plan and have appropriate solutions. Building a clear strategic plan helps guide decisions and drive everyone to act together for a common purpose.

The development of strategic plans in current education is usually only set at the "macro" level, but with the schools only building specific plans and objectives every year, not building long-term plans for 3 years, 5 years or 10 years etc. Each school should be based on its specific, immediate and future conditions, to plan for itself a long-term strategic development plan. The plan includes many issues such as the development process, goals, solutions, etc. From analyzing the context, assessing the situation of innovating teaching methods, resources for innovating teaching methods, it is necessary to select the optimal route to the destination with specific conditions and resources. Agree on the roadmap for innovating teaching methods and proposing commitments from people related to the content to follow the agreed roadmap.

Select specific and appropriate steps to achieve results consistent with the stages of the implementation of teaching method innovation with notes on motivation and practical barriers in each specific stage: standard suffer, implement, evaluate, adjust and promote the effects of the innovations achieved.

From the strategic plan divided into medium and short periods, can be divided by the school year, by semester. Define long-term, medium-term and short-term goals for each academic year, set out specific measures for each year. Identify activities to innovate the teaching method that needs to be completed to meet short-term goals, step by step to achieve the medium-term goal towards achieving long-term goals.

Establishing a group of pioneers to innovate teaching methods:

Principals need to understand and classify target groups: ready-to-innovate groups; the group opposing innovation; the group did not support immediately but did not object. Establishing a vanguard (core) team of people who are trustworthy, skilled, experienced, and have a lot of relationships and authority will make change more successful.

In managing innovation of teaching methods, it is very important to choose the right people to establish a pioneering group. It is necessary to create a group of pioneering guides strong enough to lead to innovation of successful teaching methods. The pioneering group must ensure four elements: Power (there are many key individuals, especially key managers, to make the

conservative group unable to easily break the progressive innovation); Specialization (the group must be experienced, highly qualified professionals to make smart and right decisions); Credibility (including reputable people and high trust from others in the school to ensure that the statements of the group will be taken seriously by everyone); Ability to lead (the group converges leaders who can lead the innovation).

The establishment of a vanguard group needs to be done right after starting the plan. This team will join the Principal in assessing the school's situation, analyzing the context to develop a strategic plan. At the same time, the group will also be the first to implement the school's innovative teaching method. When creating the first success will motivate and attract those who are still hesitant to follow, gradually reduce the object of objections to the plan of innovating teaching methods of the school.

Thus, in the school this group usually consists of administrators, professional leaders and heads of organizations, relevant departments, qualified and willing lecturers. The group needs to have more outside the school who are knowledgeable, support innovation and have a reputation for leaders of local authorities or communities, and have a reputation for cities other members in the school.

Propagating and disseminating plans to innovate teaching methods:

The dissemination and dissemination of the plan to innovate teaching methods in order to raise awareness and create urgency in innovating teaching methods for members of the school. Need to create consensus, support of people involved and of the whole society, to entice all members of the school, all forces inside and outside the school to participate in the process of innovating teaching methods of the school.

In order to create consensus, it is necessary to do well the communication work by providing sufficient and timely information and propaganda to everyone to see the necessity and benefits of innovating teaching methods. Experience shows that all changes will encounter reactions from many sides if the communication is not good, does not make the society understand and share with the innovations of the industry.

Propaganda: Use different forums according to the principle of "Repeat, repeat and repeat"; Convinced by the example of the principal, vice principal, team leader and initial success of the vanguard in implementing teaching methods innovation.

Propaganda object:

- In schools: Subjects should be propagated and disseminated about innovating teaching methods including lecturers, all staff in the school and students.
- Outside school: Parents of students, mass organizations, local authorities in the area where schools are closed, businesses, production facilities, services...

Identify, remove barriers of innovation of teaching methods:

Depending on the specific educational institution, the barriers will be different. Through the practice of innovating teaching methods in universities, there are some basic barriers on psychology and motivation; barriers to resources; professional barrier:

- Psychological fear of changes, big habits and health of a part of managers and lecturers, there is no motivation for innovation. Understand the true nature of the teaching methods and active teaching techniques should use machinery;
- Psychology of teaching meets the examination and examination style in the heavy direction of memorizing knowledge content;
- Current teaching programs and contents are designed according to content orientation, making it difficult to innovate teaching methods;
- Attend a lesson to assess the teaching time, which is mainly about assessing the teacher's teaching activities, not paying attention to the students' learning activities;
- There are many limitations in facilities and equipment for innovating teaching methods.

Each school should base on the specific situation of its school to identify the barriers of the school, which barriers are most important, which barriers should be prioritized to remove first and arrange them in order, with disclosure suitable process.

6. Implementation Schedule**Strengthen training of teachers at work through professional activities according to lesson study:**

Professional activities under lesson study are a process where teachers engage in stages from preparation, designing creative lessons, teaching tests, estimating, reflecting on and sharing deep ideas about what took place in student learning. This is a learning activity together, learning in practice, a place to experiment and experience new things of teachers. During that experiment, teachers will learn a lot to develop professional and professional competencies. This is the method of training teachers at "Training on the job".

The professional team must become a miniature teacher training center. The core teachers in the school are not only responsible for the students' learning, but also with the professional development of their colleagues. Together they work together to build better lessons and new ways of teaching. They also regularly assess whether their work is really effective in the classroom. Experienced instructors will be responsible for supporting other less experienced teachers in the school to improve their professional competencies. These instructors continue to help newer teachers develop their competencies.

In managing change to teaching method innovation, the biggest barrier, the most difficult to change is the habit, change the perception and break the "inertia" of the teacher. Lesson study is a model of fostering, developing professional and professional competencies for each lecturer and is an effective tool to change schools in a sustainable

way, build an environment of trust and creation adaptation "for faculty.

Renovating and evaluating students to promote innovation of teaching methods:

From the fact that current inspection and evaluation activities mainly pay attention to the requirement of recreating knowledge and assessing through scores, it has led to the situation that lecturers and students maintain teaching in the "read-write" way purely, students are more fond of memorization, remembering as much knowledge as possible, with little interest in using knowledge that results in many passive students learning; creative ability and ability to apply knowledge learned to solve real life situations are limited; Inadequate to meet the objectives set out in the Education Law, "Helping students to develop morally, intellectually, physically, aesthetically and basic skills, developing personal abilities and features dynamic and creative".

Assessing learning outcomes according to competencies focusing on the ability to manipulate knowledge creation in different application situations. Thus, through completing a task in a real context, it is possible to simultaneously evaluate both cognitive skills, practical skills and values and feelings of students. Monitor and check the process and results of performing tasks of students or groups of students according to the teaching process; pay attention to the progress of completing each task of students to apply specific measures and timely help students overcome difficulties. Accept the differences in time and degree of accomplishment of students' tasks.

Assign autonomy to professional teams to build and implement educational programs:

Current teaching is mainly done in class according to lessons / textbooks, within a lesson period, not enough time to fully implement the learning activities of students according to the pedagogical process of a Positive teaching methods, so innovating teaching methods if still required to implement hard programs as before, is not possible, this is a barrier, if using the method of teaching polarity is only formal, sometimes machines lead to inefficiencies, have not really promoted the positive, self-reliant, creative nature of students; effective exploitation and use of teaching facilities and supplementary materials according to active teaching methods are limited.

The principal needs to remove this barrier by assigning the professional team and lecturers to proactively structure and rearrange the teaching content of each subject in the current educational program into teaching topics, possibly transforming some teaching content into creative experience activities, performing outside the classroom in accordance with the active teaching methods and techniques chosen instead of teaching being done in each lesson / Current textbooks are designed to help students apply their interdisciplinary knowledge to solve practical problems. In the long term, based on the output standards prescribed in the national program framework, assigning autonomy to lecturers and professional teams in selecting teaching materials, building up the teaching content and commitment

ensure the output standards of the program to achieve educational goals.

Renew the lesson, evaluate the teacher's teaching hours:

In addition to managing the teacher's class hours by attending class visits, the Principal needs to guide the renewal of teaching hours evaluation. This activity has a decisive effect on the regular and effective implementation of teaching methods of teachers.

The traditional way of assessing teaching hours often focuses on teachers' activities, with little interest in analyzing students' learning activities. Therefore, the teaching hours are often practiced well before teaching, leading to teaching and teaching hours which are formal and coping. Teachers only focus on how to teach all the prescribed articles so they don't pay much attention to the students' learning activities.

The current review of teaching hours in the direction of innovation needs to be based on student performance, so construction criteria should be based on observing students' learning activities and organizing activities kinetics for students' lecturers.

For experimental teaching hours, illustrative teaching hours to study lessons do not evaluate teaching hours, do not classify teachers. However, there is still a need for valuable teaching hours for teachers to know where they are, to achieve the level to continue striving. This is also essential for managers. There is a good assessment and evaluation to promote development. The Principal directs professional teams to discuss and develop criteria for evaluating teaching hours, concretizing each criterion into different levels for easy evaluation and consistency. The evaluation of lecturers in general needs comprehensive assessment: assessing the level of completion of assigned professional tasks; assess the teacher's dedication to the development of the school; assess the potential and adaptability of the team.

Innovating access to physical conditions that support the teaching process:

Media and teaching aids are also important factors to help teachers have the opportunity to innovate teaching methods in the best way to meet the desired requirements.

According to the traditional approach, the facilities and teaching equipment of the schools all rely on the superior equipment. For a long time, unused management, use and preservation of facilities and teaching equipment should be inadequate, corrupt and asynchronous leading to inefficiencies. Psychology makes it difficult for schools to make innovations in teaching methods.

With the new approach, the principal needs to know how to coordinate with departments, agencies, businesses, production facilities and local services to create opportunities for teachers and students to study in the field. , using the facilities and teaching equipment of such units as practical means for teaching and learning. In this way, it is not necessary to wait for fully equipped new facilities and teaching equipment to innovate teaching methods. Moreover, in that way, teaching is linked to real life.

In addition, the principal needs to take advantage of opportunities to exploit funding sources in the manner of socialization, seeking resources outside the society; strengthening the direction and organization, building the foundation of activities of exploiting, using and preserving teaching equipment so as to be effective and avoid waste.

In using funding sources, it is necessary to select priorities and key investments for each period in a reasonable manner, avoiding expensive spreading, especially equipped with modern and common facilities. Paying attention to and fostering the school lecturers' self-learning and learning practice to update and approach modern facilities, helping teachers to effectively use those facilities for the renovation process of teaching methods and actively making teaching equipment and utensils.

7. Conclusion

The renewal of current teaching and learning methods is necessary and urgent. However, in order to innovate spontaneous methods without orientation, without supervision and evaluation in a scientific way, the results may be counterproductive. If the examiner applies methods that are technically biased, the students will lose focus, the main knowledge should not be conveyed much. Learners do not identify themselves with an appropriate method of learning and training that may lead to unexpected learning outcomes.

The school needs to implement teaching assistants, effectively supporting both lecturers and students. Providing teaching assistants for lecturers and teaching assistants as a bridge between teachers and students, carrying out a series of tasks to help teachers effectively implement active teaching methods, help and guidance students improve quality according to active learning methods.

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 needs to be more intrinsic and more effective. Especially in the context of deep integration, requires trained workers with higher qualifications and skills, if not unemployed. The necessity at this time is not only the individual students, lecturers and universities but also the whole education must determine to fulfill the tasks set out, thus the quality of human resources of the country can meet get the industrialization and modernization of the country; international economic integration.

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