

The teaching method innovation: Urgent matter for the universities and colleges

T. H. Van Nguyen, X. Phuong Nguyen, V. Huong Dong

*Ho Chi Minh University of Transport
No.2, D3 Road, Binh Thanh District, Ho Chi Minh city, Vietnam*

Abstract: Long established, but recently, new teaching methodology has become a hot issue of education in Vietnam. This issue takes up a lot of time for meetings and training, but there are still many difficulties and obstacles to be solved. Along with "educational management innovation", perhaps "innovation teaching methodology" is also one of the most frequently encountered phrases in instructional documents from educational administrators and also occupied A lot of time of meetings, training, but in fact this is also the problem, the most embarrassing, most embarrassing education of the past. In terms of perception, it is likely that many people understand that innovative teaching methods are essential in the context of international integration today and it is also a requirement for each university or college.

Keywords: Teaching methods, training, education, university, college.

1. Introduction

There is a paradox between levels of education: While high schools are keen to innovate teaching methods, most universities are not aware of this.

The 2006 US National Academies' Field Survey Team commented on Vietnamese teaching and learning methods as follows:

- Ineffective teaching methods, over-reliance on presentations and less use of positive learning skills, resulting in less interaction between students and faculty inside and outside the classroom.
- Lecturers are emphasis so much on memorizing knowledge without relying on high-level conceptual or academic learning (such as analysis and synthesis), resulting in superficial learning instead of intensive learning.
- Students learn passively (listening to lectures, taking notes, recalling memorized information when doing the test).

The above-mentioned weakness of higher education persists to this day. The most popular college teaching is still using a large chalkboard, or if you use a computer, it will be slides full of slides for students to take notes. It is a fact that schools are now actively promoting the teaching method innovation movement, while universities are still inactive. Therefore, the method of teaching in our universities is still the same as the way of teaching "high school with level 4". College students are just "writers": what do you say, what you write on the board, just keep writing the whole book into the booklet to become the only handbook for examination and even for the practice of the latter. Of course passive learning will produce passive "intellectuals", just beat that is not finished, let alone research, creativity.

Most universities in Vietnam are tasked to research / improve the teaching and learning capacity of the school for pedagogy (if any) or the unit responsible for quality assurance. However, while pedagogies focus on general education, quality assurance agencies are primarily responsible for testing and testing.

On January 2, 2009, the Ministry of Education and Training sent a letter to universities, colleges and academies announcing that it would hold a national workshop on renovating teaching methods (expected in March 2009). To improve the quality of training, to create excitement, passion for the teacher and the university. But so far this message is still in the drawer has not been made. In the context of teaching technology, more and more new applications and theoretical teaching / teaching methods are constantly developing, the development of specialized units to innovate teaching methods is necessary to support Teachers innovate teaching methods effectively. For years, we have often called on university lecturers to innovate teaching methods, but in practice, many teachers do not know how to innovate, any unit in the school can help or support them in innovation. Is it Universities are now focusing their investments on faculty members publishing scientific papers in international journals as a criterion for asserting the caliber of the university, but very disparaging. Scientific work on innovation teaching methods in the magazine in the country.

Assoc. Prof. Dr. Dang Van Duc from Hanoi University of Education - said that the selection of appropriate teaching methods to meet the university training goals in the new era of the country should be based on 3 Important criteria.

First, the notion of teaching how to learn and learn to learn to create a habit, passion and lifelong learning is the primary overarching criterion of teaching in college. All teaching methods, learning methods, contents to teach.

Undergraduate curriculum in general must focus on the kind of background knowledge rather than the kind of knowledge of a specific process. Also, basic skills are tools for lifelong learning, not skills to use a specific machine, the skill to manipulate a specific process. In addition, by provoking curiosity, by creating the appeal of knowledge and by modeling ourselves, the teacher strives to create a passion for learning for students.

Second, the activeness of the learner is the criterion of important quality to focus on promoting teaching in university. Pedagogical perspectives such as: "Student-centered learning"; "Interactive teaching", "Teaching technology", etc. have been discussed by teachers in the world and in our country in recent years, with the aim of promoting activeness and activeness, creativity in learners' learning activities. Finally, the viewpoint of teaching information-based approaches or the application of information technology in teaching is a critical tool for exploration in university teaching.

2. Innovative teaching methods for university education

New teaching methods are being developed to improve the quality of teaching. However, if applied inappropriately, education continues to slide from one extreme to the other and cannot produce the desired results.

A method does not mean to bring it into the lesson is to achieve the desired effect. It does not mean that a lesson that brings together all the current advanced methods will succeed. Actually, there are no teaching methods called or bad for any class or subject. The problem is just how to use it in the right time, the right way to promote efficiency or not.

Choosing a criterion-based method consistent with content is a rational but not sufficient principle. Or rightly so, this is based on theory only. Teachers also have to consider the second criterion is the object of direct learning. This is the reality that when confronted with it, the system of methods, no matter how good or bad, must admit that it is not a universal key.

According to the ideas of Master Nguyen Van My, the Saigon International University, currently, finding a new teaching method to improve the quality of higher education in Vietnam is a concern for those who are interested in growing people - from education authorities, Direct universities to direct instructors.

Before proposing a new teaching method, let's take a look at traditional teaching methods that have existed so long in Vietnamese education to see the need to innovate teaching methods. And study at the present university.

Traditional teaching methods are also called Presentation Methods. This method is a teaching model in which the teacher is centered, lecturing blocks of knowledge through lectures based on curricula, textbooks, etc. The presentation method has some supporting backgrounds from some Research on education. According to author Arends 2007: The presentation method is based on the basis of three current theoretical trends:

- 1 / The structure and organization of knowledge - Bruner, 1960;
- 2) The theory involves a means of assisting students to acquire meaningful verbal learning based on meaningful verbal learning. - Ausubel, 1963;
- 3) Theories of cognitive psychologists explain the types of knowledge and information processing abilities of the brain (Gazzaniga, 2001; Zull, 2002; Ashcroft, 2006).

The purpose of the presentation method is to enable students to receive, process and memorize information, knowledge, etc. through their ability to hear and see. The scientific basis of this approach is that when information and knowledge reaches the human brain, they are transformed and stored into short-term memory or long-term memory. Short-term memory is where conscious thought states. Long-term memory is where the information is stored. Information can be revisited as needed.

Perhaps each of us has more or less heard each lecture teacher while in the lecture chair. There are still very interesting presentations with concise content, which clearly adds to the motivation for learning. There are still hours of fun lectures on how to communicate humor, lightness ... That may be one of the reasons why the presentation method still exists now.

However, the presentation method also has certain limitations:

- Presentation method does not encourage active role of learners. Passivity restricts learners' ability to learn and ability to concentrate.
- Presentation methods do not encourage multi-dimensional information exchange. Instructors communicate one-way information and must always try to understand the difficulties that learners encounter in receiving lecture content.
- Presentation methods do not encourage learners to develop organizational skills and content synthesis.

- With the presentation method, the lecturer does not control the time spent by the learner to learn the lesson and remember deeply the contents presented.

- With the method of presentation, to learn well, learners must listen, record, try to remember to repeat the knowledge that has been evangelized for the final exam questions, graduation often requires reminding memory. Psychologically, the learner must use a lot of memory.

Although the presentation methodology still has the limitations mentioned above, as well as the fact that we have organized quite a number of workshops on innovation in teaching and learning, New teaching methods can completely replace the presentation method.

To overcome the limitations of the presentation methodology, within this paper, Mr My propose a new teaching method, a method of presentation combined with other modern methods.

Today, there are many modern methods to combine with presentation methods and depending on the subject, subject, discipline, level of education, etc, the trainers choose the right combination. Mr My would suggest the following three combinations:

Presentation method combined with teamwork approach

In this combined method, the lecturer provides a theoretical basis. Students are grouped in groups of 5 to 6 students per group. Each group will choose (or assigned) a topic related to the content of the subject and then divide the work in the group for members to proceed with understanding the theoretical contents related to the topic. Through books, textbooks, scientific research publications ...; Find out the realities of how businesses and organizations are currently doing work related to the topic, with evidence of information, data, images, etc., through specific enterprise approaches.

Business information on the Internet, stock market ... The group will consult to compare and analyze the content of the topic in the theory and content of the topic in the business at the same. Different, different points, good points what is not good ... Then the group will rewrite the subject report with comments, reviews or give opinions of the group on the topic. Eventually the groups will take turns presenting the content of the course report that the group has taken to receive feedback or questions from other groups and faculty members. The group will discuss and answer the questions posed. If the response of the group is not really satisfactory or misunderstanding, misunderstandings ... the trainer will provide additional support.

The combination of presentation methods and teamwork methods will stimulate the active role of learners. Students are active in exploring, thinking, perceiving, analyzing, synthesizing, evaluating ... topics of their group and topics of other groups.

Presentation method in combination with the use of case method

A case is a real situation in which the subject needs to make a decision. Situations summarize the various pressures and aspects that the subject must consider when making decisions with information that is often incomplete or inconsistent at the time. Some information in the situation can be deliberately omitted, allowing the situation to have many possible alternatives. The situation often presents a conflict / conflict, especially the tension between the different kinds of action that these alternatives can produce. Contradictions and it requires to be resolved by a decision. Usually situations are covered in publications. Presently, more and more situations are presented in the form of films, videotapes, CD ROMs ... Situations require students to play the protagonist and make one or more important decisions.

The Situation Method is a three step process: personal preparation, small group discussion, and class discussion. Learning by the situation is a discussion-based learning method. It allows participants to learn by doing. By playing the characters of the situation, students have the opportunity to role-play and assume the responsibility of specific people in specific organizations.

Situational methods allow students to participate in the decision-making process that one must actually confront in a real organization, possess ownership, feel pressured, take risks and present the ideas of I have helped others with the multi-dimensional information exchange. Situations help students develop self confidence, ability to think independently, and co-operate in work with colleagues. In addition, the case method is also an excellent tool for faculty examining theoretical knowledge and deeper understanding of students.

Presentation method combined with trainee method:

Learning must go hand in hand, the theory cannot be separated from reality. In addition to the two main traineeships in the student's curriculum, the faculty will be able to combine the presentation method with the internship method by assigning the topic and Ask groups of students to come to the traineeship to carry out the assigned topic and submit the report to the lecturer or presentation of the results to the class.

To support this approach, schools need to cooperate more and more deeply with a number of businesses and provide businesses with requirements, goals, content, and practice. The school cooperates with

the business to design the content of the internship in accordance with the content of the course or the requirements of the school. For example, in Human Resources Management, which involves recruiting staff, the school will associate with a company to design an internship that covers recruitment with information, images, and data. The actual ... of the company involved in recruiting activities in the past year and presented or provided to students on internship or subject matter study.

If there is no good cooperation between the school and the enterprise, it is difficult for students to find out more about the subject. Experiences in developed countries people use the model "school in company and company in school" to make the content as above will be easier.

In addition, Associate Prof. Dr. Dang Van Duc said that: In the direction of active teaching, teachers should limit the method of presenting the message - repetition, strengthening the method of presenting the problem.

This is a type of teaching by solving cognitive problems, which transforms the cognitive process in scientific research into cognitive learning organization.

The instructor takes the student in a problematic situation and solves the problem by himself. By modeling and solving problems that faculty present, students learn the habit of thinking logically, knowing how to spot problems, hypothesize suggestions, discuss, investigate, do experiments to test false Theory out.

Streamlined presentations with a range of individual and small group activities that stimulate students' positive thinking, reinforces the backlash between the listener and the presenter; The question is "problematic" for students to respond immediately in class, even a short exchange in the group of two, or 3-4 people sit next to each other before the lecturer answers.

Lecturers can also incorporate the use of science-based teaching approaches, and students are introduced to study-based learning: Observation - Questioning - Hypothesis - Investigation - Results - Conclusion - comment - ask new questions.

Reduce class time to increase student self-study time and organize weddings. Lecturers should develop instructional materials in their syllabus, which specifies the teaching schedule, the objectives of each lecture, the self-study instruction of each chapter, the content and timing of the workshop. Students actively prepare.

Innovative presentation methods or, in other words, positive presentations, according to Assoc. Prof. Dang Van Duc, the lecturers should prepare and implement the following principles:

Define clearly the objectives of the lecture (what knowledge should be imparted, help students get acquainted with what concepts ...);

Make the lesson plan clear and logical. Identify steps to communicate and implement those steps in order to match the level of the student, from simple to complex;

It is not possible to have homogeneous groups (ie, students have a varying amount of basic knowledge), so after 15-20 minutes there should be sections to encourage students to understand and handle the lecture;

It should not always be taught in the inference method that incorporates inductive methods will usually be more effective;

Express the sentences in a simple, concise and understandable way, trying to achieve clear, coherent, inspirational presentations to the listener (lively, engaging lectures);

Emphasize important points and explain with familiar concepts, then go into details, note the sections students need to take notes;

Pay attention to the experiences and experiences of students and encourage them to think and think;

Express your personal views while evaluating. Prepare the summary as well as revise. Add lectures with maps, charts, illustrations.

You should select documents based on the principle of selective and reduce the unnecessary documents "Based on the survey results of learners' feedback on teaching lecturers' lectures from the Center for Examination and Quality Assurance Education of Hanoi Education and Training has shown the students' The lecture is: The lecture is presented naturally; Outline and highlight important points; Use of teaching aids; Manipulate many examples; There is a summary "- Associate Professor Dr. Dang Van Duc

Strengthen hold xemina" Xemina is a form of basic college teaching, in which students discuss scientific issues they have learned themselves, under the guidance of highly knowledgeable instructors. Xemina helps students develop their independent capacity, creative thinking, and how to think like scientists. Therefore, it has long been considered as a "creative laboratory", a "nursery of young scientists." As a result, the Seminarians became "development discussions" New in teaching college.

Assoc. Prof. Dang Van Duc said that in this direction people often use technical measures such as:

Brainstorming: Shed as many ideas as possible in the shortest possible time on a given subject, without discussing reviews.

Group buzz: Talk in pairs of two people sitting side by side on an issue raised before sharing ideas in the classroom.

Case study study: Give real cases or simulations for students to study and propose solutions.

Aquarium: A discussion group is observed silently by another group to learn to argue. Then change role, exchange experience on how to discuss, how to group activities.

Pyramid: The problem is discussed in small groups for initial ideas, which are then discussed further by including the two subgroups in large groups and then grouping the larger groups into larger groups. More and more comments are filtered, deep, more accurate.

Teaching micro teaching in pedagogical training

Micro-teaching is considered to be a learner-centered training method that is very effective in initial training for pedagogical students to grasp each of the individual skills, forming the part traits of the profession. teaching.

In the pedagogical practice hours, students may choose a part of the curriculum in the general curriculum for instruction, with the goal of training students a skill or ability identified in the system, the pedagogical capacity of the training program.

Short lectures are recorded and replayed on the screen with the necessary number of times for each group of students, under the guidance of instructors, to practice in-depth observation, to analyze thoroughly, discuss and draw experience. Improve the way of applying the learned theories.

Based on the suggestions of the instructors and their group, the student corrects and displays his or her unit, is recorded and revisited and analyzed for a second opinion, through which the student is seen. I am on the screen, self-assessment of attainment and weaknesses need further training. This is similar to the dancers, singing before the mirror.

The cycle can be repeated many times in groups or individuals, until students master the skills and pedagogical skills they need to practice.

Cameras, videocassettes and televisions are convenient facilities for micro teaching. Video recording is a means of reflecting on the richness of information and efficiency, enabling students to self-identify themselves in action, adjusting pedagogical behaviors, and self-assessing their practice.

If the above facilities are available, micro-teaching will become a self-training method according to the needs and abilities of each student.

Micro-teaching helps to overcome theoretical training, helping students to shape and develop their career skills in a consistent and steady manner, preparing them for graduation to meet their beloved. Bridge education and continue to strive to become good teachers in high school.

The micro teaching method relies on factors to form pedagogical competencies for students, namely:

Personal Action: Training and practicing pedagogical skills are interwoven with the observer's observations.

Repetition: Ability to reappear at least two times until it acquires that power.

Mobilization: Through video recording and replay, students are motivated to work hard because they see their progress through each recording.

Consolidation: During the learning process, students are reinforced through their own personal recognition of their own accomplishments. In addition, comments from other students and instructors can also be a positive reinforcement.

A gradual improvement in learning: pedagogical strengths are strengthened gradually during the training process, which shows the complete difference between a student being trained in the means of teaching Micro and one student are not taught by this method.

Transference: The micro teaching method allows the learner to better understand the pedagogical abilities without being restrained.

More personal learning: The micro teaching method that allows the development and training of pedagogical abilities is not stereotypical and highly personal.

3. Conclusion

In the context of strong socio-economic changes, the demand for trained human resources has changed rapidly, traditional teaching methods increasingly exposed many shortcomings. One of the challenges facing the education system in general and the universities in particular is the need to change teaching methods so that they can create classes that not only satisfy well The demand of the labor market but also contribute to social lead. This article demonstrates the need to change the traditional teaching methods that are popular nowadays, while highlighting the advantages of the new teaching method - called positive teaching methods.

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