



Received: 28-04-2022

Accepted: 08-06-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Select and use team of Homeroom teachers in primary schools in accordance with the requirements of general education in Vietnam

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Abstract

Teachers in general and Homeroom teachers in particular in primary schools play an important role in educating students' character. Homeroom teachers are responsible for arousing in students the seeds of personality and adapting to life. Therefore, developing a team of Homeroom teachers in

primary schools has received a lot of attention and research in the world. In this article presents selecting and using team of class management teachers in primary schools in accordance with the requirements of general education in VietNam.

Keywords: Homeroom Teachers, Develop, General Education, Primary School, Teacher

1. Introduction

Teachers in general and Homeroom teachers in particular are very important in teaching activities, educational activities and student management, are decisive factors in the quality of education and training at all levels of the common education^[1]. The quality of the school's comprehensive education depends largely on the educational results of each Homeroom teachers for the class they are in charge of managing. Homeroom teachers in elementary schools are the soul of the class because they act on behalf of the principal in the comprehensive management of a classroom; They have a direct role in organizing all classroom activities to educate students for all-round development; is responsible for administration and education. They are the ones who direct and coordinate all activities of class members as well as organize the relationship between the class and the school, family and society. It can be said that the Homeroom teachers is the bridge between the educational forces inside and outside the school^[2]. Homeroom is an important part of the primary school's overall activities in order to improve the quality of comprehensive education for students. In order to improve the quality and efficiency of school management, administrators need to pay attention to the team of Homeroom teachers, who are the main force in the school's educational activities. Building a team of good Homeroom teachers as a decisive force in the realization of the common educational goals at school. This article presents selecting and using team of class management teachers in primary schools in accordance with the requirements of general education in VietNam.

2. Content

2.1 The term "Homeroom teachers"

The term "Homeroom teachers" is very popular in schools and very close to learners, especially at the high school level in Vietnam.

According to the Vietnamese dictionary^[3]: "a teacher is someone who teaches at the high school level or equivalent", "the head of the class is the person who is the head and is responsible for some organizations". The term "Homeroom teachers" is a compound word formed from the two words "teacher" and "homeroom".

According to^[4], a class teacher is "a teacher assigned to organize, manage and educate a class of students outside of the classroom hours of subject teachers in general schools".

According to the author, the Homeroom teachers is the person who "manages and educates students on behalf of the school; organize and guide the activities of the class under his/her charge; coordinate with the subject teachers of the class and other educational forces in educating students"^[5].

Meanwhile, the author Pham writes, "In schools, the basic organizational unit for teaching is the classroom. To directly manage a class, the school appoints good and enthusiastic teachers to be the class president. The Homeroom teachers in high schools is the person who manages the entire class on behalf of the principal." The Homeroom teachers is the soul of the class.

The Homeroom teachers is the person responsible for implementing all management decisions of the principal for the class and class members. The class teacher is the person who plans and organizes his/her class to implement the planned topics and monitors and evaluates the students' performance. The class teacher is the person who coordinates with the subject teachers to manage students in the classroom, study, work, and work. The Homeroom teachers is also the person who coordinates with organizations and unions in the school, the student's parent association, to do well in teaching and educational activities for students in the class in charge.

From the above statements, we generalize: a class teacher is one of the subject teachers in a class, assigned by the principal to manage tasks: coordinate with educational forces inside and outside the school, carry out educational activities in order to promote the progress of the whole class and the members of that class, contributing to improving the quality of comprehensive education for students.

Homeroom teachers in primary school is a teacher in charge of primary school from grade 1 to grade 5. A Homeroom teachers in primary school is responsible for organizing, managing and educating a class of students.; contribute to the achievement of the goals of the school level: "help students consolidate and develop the outcomes of primary education with a basic general education and initial understanding to continue in primary school".

2.2 Developing a team of homeroom teachers

According to wang. The concept of teacher development is: "aimed at further enhancing the comprehensive development of teachers in professional activities" [6].

The author Dang Quoc Bao [7] said that developing a team of teachers is a method of integrating the advantages and benefits of teachers' professional activity models.

According to Nguyen Thanh Binh, "Teacher development is essentially the development of pedagogical human resources in education, the process of influencing the management subject to the teaching staff in order to develop each individual and the whole team." teachers meet the educational goals and requirements of improving the quality of education in all aspects: scale, quality, and effectiveness" [8].

Thus, developing a team of Homeroom teachers in primary schools is a standardized method that integrates knowledge, skills, and primary school skills, collectively known as professional competence for primary school. In order to implement the method of managing and developing the team of primary school Homeroom teachers, it is necessary to ensure that this team is sufficient in number, synchronous in structure (age, gender, level) and improve the quality of life. quality, meeting the requirements of reforming general education. In the current context, developing a team of Homeroom teachers is especially important.

2.3 The homeroom teacher in elementary school in the current context

2.3.1 Position and role of homeroom teacher

With the goal of comprehensively renovating our country's education in the current period of primary school, the position of Homeroom teachers is even more important.

At the primary level, the culture teacher is the one who coordinates the activities of the educational force inside and outside the school to ensure the most consistent primary

education impact on the primary school class and each member of the school community. class, and they are the Homeroom teachers. Therefore, the Homeroom teachers has a connecting position [9, 10], which is the nucleus to connect the relationship between the collective and the principal, subject teachers, students' parents and unions. School and social situations are illustrated in the following diagram:

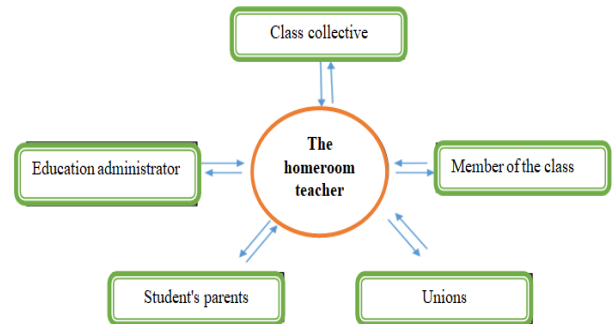


Fig 1: The position of the Homeroom teachers

With the goal of all-electric education, the Homeroom teachers is the person who acts on behalf of the principal to manage the students of a group of classes, educating them to develop comprehensively in terms of education, aesthetics, and morality. Therefore, the Homeroom teachers has an important role [10]:

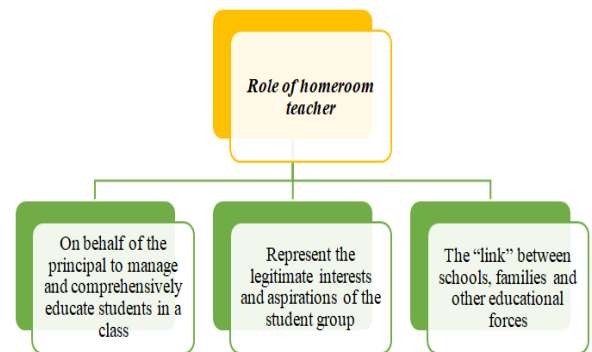


Fig 2: Role of the homeroom teachers

2.3.2 Functions and duties of homeroom teachers

The function of Homeroom teachers in high schools in general and elementary schools in particular is reflected in four core areas of teaching, management, education and advising [5]:

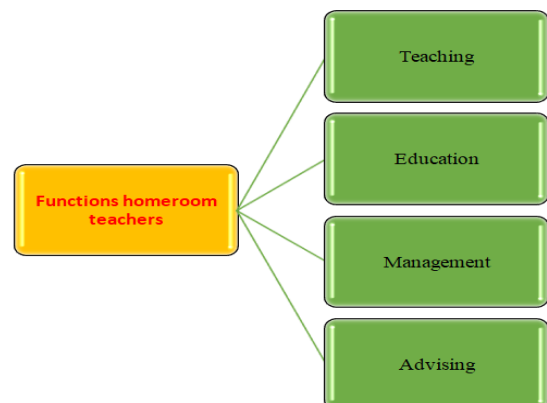


Fig 3: Four functions of the Homeroom teachers

The class teacher must first perform well the duties of a teacher in general, which is to be a model of morality, to be exemplary in abiding by all guidelines and policies of the Party and the law of the State, and to firmly grasp the goals of the class. education and training, the school's plan and program of activities (level objectives, industry directives, curriculum of subjects, school year plan, relevant guidance documents) to education and teaching) to have a basis for building an activity plan of the primary school in order to ensure educational effectiveness.

In addition to the role of homeroom, the class teacher also undertakes to teach a subject in his class and other classes, so it is necessary to determine that good teaching is a necessary condition to create a teacher's reputation. class leader in front of the collective and individual students, increasing the effectiveness of homeroom work [5].

2.4 Selection and use of homeroom teachers in primary schools in accordance with the requirements of general education in the current period

2.4.1 The goal of the measure

The selection and use of Homeroom teachers is the principal's activity in order to search, select, identify and arrange the right people, the right jobs, the right functions, the right positions in accordance with the qualities & abilities. capacity, aptitude, and forte of each Homeroom teachers.

The selection and use of a team of Homeroom teachers to adjust and supplement the quantity and quality of Homeroom teachers helps to have a team of Homeroom teachers with sufficient quantity and good quality. quantity

The selection and use of a team of Homeroom teachers

creates motivation to help the whole school's pedagogical council operate synchronously towards the common development goals of the school.

2.4.2 Contents of measures

The selection and use of Homeroom teachers is very important in the development of the school. Select and use activities with the following contents:

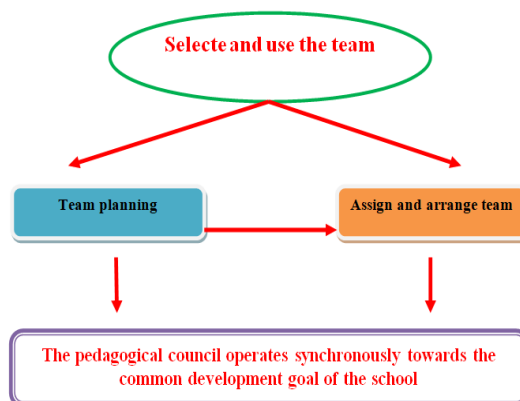


Fig 4: Contents of the method of selection and use of homeroom teachers

2.4.3 How to take the measure

Innovating the selection and use of Homeroom teachers in primary schools in Tan An city in accordance with the general education goals, we propose the process of implementing this measure according to the following contents:

Table 1: Process of implementing measure

Content	Progress to make
Team planning	<ul style="list-style-type: none"> - In order for the planning of Homeroom teachers to be effective, accurate and feasible, it is necessary to do well planning to develop the team of Homeroom teachers. There is a system on human resource development in the school to draw up a development plan with the right goal of “right person, right job, right time, right place”. It has a great development influence on the effectiveness of the organization, is the basis for recruitment, training and human resource development activities in the school organization, this is a factor related to team planning. The team of Homeroom teachers in terms of the number and structure of Homeroom teachers who need primary education to ensure the recruitment, fostering and arrangement of teachers to participate in the management. - During the planning process, it is necessary to pay attention to the factors of the team such as: changes in the number of teachers in the coming years, the number of teachers who move, retire each year, each period and each major to proactively recruiting to supplement in time, avoiding the primary school's shortage of Homeroom teachers. - There is a plan to standardize Homeroom teachers according to the standards of teacher titles, administrative officers and teacher standards developed by the school. - It is necessary to continue and facilitate the arrangement of Homeroom teachers who are trained by title and participate in training to improve their political, pedagogical, foreign languages, informatics and practical skills as required. regulatory requirements. - Ensure that the group of Homeroom teachers is adequate by grade, by training level, by seniority, age, party members, and people with long-term working conditions at the school. - Build a good two-way relationship at all levels of management to capture timely and accurate information about changes and needs of teachers to have a reasonable training plan in order to well implement the principle of attached training with need.
Assign and arrange team	<ul style="list-style-type: none"> - Assigning homeroom teachers in each block with an alternation between good and good teachers and incompetent teachers. - Do not assign good and good teachers, concentrate all homeroom teachers in quality classes, but assign good and good teachers, middle and weak teachers, in each block, including grades 1 to 5. This while ensuring the interests of students, and creating opportunities for weak teachers to learn from colleagues. - Principals must have clear requirements and assign responsibilities to teachers who are weak in the leadership and education of students. This requires principals to devote a relatively large amount of time to this management activity. - In order to ensure democracy and science when assigning and arranging a team of homeroom teachers, the principal needs to follow the process: the principal gives the assignment plan after consulting with the teacher. The vice-principal and the head of the specialized division are then brought to the professional groups for discussion and discussion, the primary schools agree, and finally the principal makes the assignment decision. <ul style="list-style-type: none"> - the final assignment and arrangement must pay attention to the following requirements: <ul style="list-style-type: none"> + assigning and assigning managers to ensure labor norms + assigning good and good teachers in classes with average students to improve quality + assigning subject teachers, outside of class hours harmoniously so that the schedule can be arranged in a scientific way + Assigning according to the ability and forte of each teacher.

Arranging and organizing a team of Homeroom teachers in a scientific manner, in line with the specific requirements of the school's tasks, will always bring new quality to the team of Homeroom teachers and ensure the unity and consensus in the leadership team and in the whole school. The overall arrangement of the teaching staff needs to clarify the number, educational requirements, professional structure of each training discipline, as a basis for the school's educational planning.

2.4.4 Performance conditions

Managing and using people is art, but it's actually organization and staff work. Legally, it is the principal's duties and powers as stipulated in the elementary school's charter. When selecting and assigning teachers to work, principals need to master the principles of assignment and standard bases for assignment. Principals need to have skills in job analysis, job descriptions, and key requirements for Homeroom teachers. For primary schools, principals need to base themselves on education laws, school charters, circulars, etc., to serve as a legal basis for the assignment.

3. Conclusion

When researching on homeroom teachers and team development, there have been many domestic and foreign works from these studies, we have drawn inherited content and necessary content. research focus. Studying the team of classroom teachers as an important resource of primary schools, the article has analyzed deeply the influence of the fundamental and comprehensive reform of general education on the role and function of teachers. class leader; characteristics of pedagogical work of classroom teachers; Competency framework of classroom teachers and difficulties and challenges of classroom teachers in the current context.

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