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Managing the Activities of Professional Groups in the Direction of Studying Lessons in Elementary Schools in the Northern Mountainous Region of Vietnam

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Abstract

Currently, the basic goal of education and training is to form and develop students' personality comprehensively. General education is undergoing many innovations, especially at the primary level. Professional activities in the direction of studying lessons are one of the key and urgent activities directed by the Ministry of Education and Training to improve the effectiveness of teaching and educating students at this level. This activity is maintained and implemented in professional groups - the core department in schools. This activity plays an important role in improving the quality of

teachers. Therefore, through managing the activities of professional groups in the direction of studying lessons, the principal can grasp the professional situation as well as the needs of teachers to build a plan for professional development for teachers and at the same time manage them. other aspects of school activities. This article will present some issues about the management of professional group activities in the direction of studying lessons in primary schools in the Northern mountainous region of Vietnam.

Keywords: Management, Professional Group Activities, Study Lessons

1. Introduction

Education is a field with an extremely important position and role in the development process of human society. Therefore, the operation of the professional group and the management of the professional group's activities is also a matter of top importance in the innovation process. Educators must invest in research to find out management measures to improve the quality of education and to a narrower extent, in educational institutions and schools, the administrators and managers are positive factors contributing to improving the quality of teaching and learning in schools in general and the quality of student education in primary schools in particular. Because the problem of quality has become an issue of the times, a matter of the survival of schools in the renovation period.

Russian educators P.V. Zimin, M.I. Kondakop, N.I. Saxerdot have deeply studied "Problems of school management". The Soviet educational management studies said that: "The results of the whole school's activities depend very much on the proper and reasonable organization of the work of the teaching staff". In his writings, V.A. Xu Khomlinki ^[7] as well as the authors V.Pxtrezicodin, Gigooscaia, Zakhonov, etc. affirm that one function of the school principal is to build, foster and develop a contingent of teachers. promote the creativity, initiative and flexibility in each individual's work and the ability to self-improve their professional qualifications through activities in specialized groups. The role of the expert group is a research direction that has been interested by many scientists around the world. This research direction is shown in the research works of scientists such as Goodman, Catherine C. Lewis ^[2], Hollingsworth ^[3]. Scientists have all confirmed: the expert team has an important role in implementing the innovation of teaching methods and testing and evaluation.

The cause of the slow change in teaching method innovation and assessment is that the management of innovative teaching methods and testing and evaluation of students' learning results in schools have not been given due attention, especially TCM direction - an extremely important link in teaching teaching innovation and assessment. Renovating professional activities in specialized groups to improve the quality of activities researched by foreign scientists. When researching on the successful adaptation of lesson study in the United States, scientists have confirmed the important role in renewing professional activities in professional groups in high schools, in improving academic professional competence for high school teachers ^[4].

Group activities in the direction of lesson study are still popular in many schools in Japan so far. The term "lesson study" has its origins in the history of Japanese education, dating back to the Meiji period (1868-1912) ^[6] as a means to enhance teachers' professional competence through innovative research. teaching activities in each specific lesson. This form has also been

applied by many countries in the world such as: USA, Germany, Australia, China, Korea, Singapore, Thailand, Indonesia... and this is one of the educational topics of interest in the world.

In Vietnam, managing the activities of professional groups to improve the quality of education in general and the quality of students' education in primary schools in particular is a topical issue and is of interest to the whole society. In the process of researching the topic, researchers have stood at different angles to find effective professional management measures, but all have the same goal, which is the desire to contribute to improving the quality of education. in schools.

Improving the quality of education is a central task of the education sector in the national renewal process. Management of educational activities plays a decisive role in the quality of education of the school. To do well that task, managers must invest in research to find solutions to innovate management, solutions to improve teaching quality in schools. In high schools, teachers are arranged to operate in specialized groups, so the management of the activities of the principal's teaching staff is essentially the management of the activities of the professional groups in the school. This has been confirmed in the Education Law 2005 (amended and supplemented in 2009): "Although they are not directly involved in teaching and learning activities, education administrators do management activities. Their principles affect the educational process in order to guide teaching and learning activities to achieve the goals and requirements of education and ensure the quality of education"^[1].

1.1. Manage

Management is an organized, targeted influence of the subject of management on the objects and objects of management in order to make the most effective use of the resources and opportunities of the organization to achieve the objectives set out in the plan. Environmental conditions are always fluctuating. The concept of management implies a general meaning: are targeted effects; management activities carried out within an organization or a social group; management is the activities carried out to ensure the completion of work through the efforts of everyone in the organization; management is an essential activity that ensures coordination of individual efforts to achieve group goals; management is the best way to achieve the common goal of a group of people, an organization, an agency or more generally a country; Management is the process of oriented and organized influence of the subject of management on the object of management, through management mechanisms, in order to effectively use resources in fluctuating environmental conditions to stable system, develop, achieve the set goals.

Management function

The management function is a form of expression of the intentional influence of the management subject on the managed object. Management has basic functions, specific functions with many different approaches. Currently, the majority of scientists and managers believe that management has four basic functions, which are:

- Planning function: this is the most important stage of the management process. From the starting state of the system, based on all the existing and future potentials, forecast the

end state of the system, specify the goals, content of activities and measures large and small to bring the system to the next level. desired state at the end of the school year.

- Organizational function: is the stage of organizing the implementation of the plan that has been developed. Organizing is the scientific arrangement of elements and parts to achieve the goals of the plan. If the manager knows how to organize effectively and scientifically, he will promote the strength of the collective.

- Directing function: is to mobilize forces to implement the plan, is the mode of influence of the subject to manage and administer everything to ensure the smooth operation of the system. Directing is turning management goals into results, turning plans into reality.

- Functional testing: this is the final stage of the management cycle. This phase has the task of evaluating, checking, consulting, shaping, repairing, etc. to promote the system to achieve its goals, initial expectations and additional adjustment and preparation for planning next plan.

1.2 Expert groups and professional group activities

Professional groups

Professional work is an important activity that mainly determines the quality of education. The expert group is a unit in the school, which implements the tasks, policies, educational innovation methods, and also the place to accurately respond to the effectiveness of the student's educational methods. base unit. The specialized group is a part of the school's organizational structure with a collection of co-teaching teachers placed under the direct management of the group leader and one or two vice-teams appointed and tasked by the principal; is a place to gather and unite teachers in the group to successfully complete their tasks. The professional group is the focal point that the principal relies on to manage the school in many aspects, but the most basic is the educational, teaching and pedagogical activities of the teachers. Specialized groups in primary schools are defined: specialized groups include teachers, educational equipment workers and support staff. The specialized group has a leader and a deputy leader.

The professional group is a working unit in the school, the specialized group holds many important functions in the management of the professional group activities as well as educational activities. Expert group is a place where teachers can express their views on their professional fields as well as other fields related to teaching. The professional group is also a place for teachers to exchange feelings, to bond the teaching staff together through the activities of the professional groups.

Professional team activities

Expertise is a combination of knowledge, skills and practical techniques that people acquire, thereby creating the ability to perform a variety of jobs within a certain profession as assigned by the employer society.

Professional group activity is a form of joint activity of a pedagogical collective in a school for teachers to exchange, study, foster and perform professional tasks in order to improve the professional capacity of teachers as well as teachers. the quality of teaching in schools.

Professional group activities are activities in which teachers learn from each other, learning in practice, a place to experiment and experience new things, a place to connect

theory with practice, between intentions and reality. Professional group activities include many activities (contents), specifically:

- Discuss the development of teaching topics, based on current curricula and textbooks, select content to build teaching topics suitable with the use of active teaching methods in the classroom. school facts. Discuss and exchange ideas, experiences and research results of applied pedagogical science of teachers and administrators. Organize collective activities on topics related to expertise, profession, etc. to discuss lessons in textbooks, study guide documents/educational activities guide: unify the contents it is necessary to adjust and make the content of lessons in textbooks and study materials up-to-date, suitable to the characteristics of students and suitable for regions; improve pedagogical capacity, professional capacity for teachers, improve the quality of classroom teaching time.

- Guide the development and management of the implementation of plans (individual plans for special topics, electives, exam preparation, training for students; correct and sufficient use of teaching aids and teaching equipment according to the requirements of the curriculum). Lessons in program delivery; preparing lesson plans according to program distribution, standards of knowledge, skills and textbooks, discussing difficult lessons; writing experiences on improving teaching quality and innovation teaching methods, innovation, assessment, discovery and fostering of students...). Organize professional training for teachers, annually focusing on solving at least one professional content that has the effect of improving teaching-learning quality and effectiveness; organize the inspection and evaluation of the quality of teachers' performance according to the school's plan.

Thus, "The activity of a professional group is an activity that is carried out regularly and periodically in order to foster professional, professional and pedagogical capacity for teachers according to professional standards".

1.3 Study the lesson

The term "lesson research" (English is lesson study or lesson research) refers to a process of studying and learning from the reality of a group or many teachers of a school in order to best respond to learning. quality of students. Lesson research focuses on studying student learning through specific topics, lessons, subjects, and classes.

Professional activities based on lesson study focus on analyzing issues related to learners such as: student's learning activities; students' difficulties in the learning process; The content and teaching methods are suitable, exciting for students, and the student's learning results are improved.

1.4 Activities of professional groups in the direction of studying lessons

Professional group activities in the direction of lesson study are professional activities in which teachers focus on analyzing problems related to learners. The content needs to be adjusted in the teaching process. Group activities in the direction of lesson study not only focus on observing the teacher's teaching to assess class time and grading, but also encourage teachers to find out the reasons why students are not achieving results. desired results, especially for students with learning difficulties. From there, it helps teachers to actively adjust the content, find suitable teaching methods,

and create opportunities for all students to participate in the learning process to improve the quality of teaching and learning.

Professional group activities in the direction of lesson study create opportunities for all teachers to improve their professional capacity, pedagogical skills and promote creativity in applying teaching methods through time, exchange, discuss, share after attending time.

The philosophy of professional group activities in the direction of studying lessons: ensuring learning opportunities for each student; ensure professional development opportunities for each teacher; building the school community to renew the school; every student who goes to school must learn and learn; Teachers must accept the unique characteristics of each student.

1.5 Managing the activities of professional groups in the direction of studying lessons in elementary schools

Management of professional activities in the direction of lesson study is a process of purposeful and planned influence of the management subject to influence the teaching staff in order to achieve the goal of managing professional activities in the direction of: Study the lesson offered by the school. In particular, managers use the functions of planning, organizing, directing and checking to run professional activities in accordance with objectives, methods and techniques, helping to create conditions for teachers to develop professional competence. subject, capable of analyzing more issues related to learners (students), taking measures to improve learning efficiency for students and helping teachers to actively adjust the content, methods teaching methods to suit each student, thereby improving the quality of primary school teaching.

2. Result and discussion

2.1 Activities of specialized groups in the direction of studying lessons in elementary schools in the Northern mountainous region of Vietnam

2.1.1 Objectives of professional group activities in the direction of studying lessons in primary school

The activities of professional groups in the direction of studying lessons in primary schools help improve the capacity of teachers and staff on professional management methods and approaches to active teaching methods in subjects. Teachers are more proactive in designing lesson plans and proactively adjusting teaching time while still ensuring the right goals of primary education. The activities of the professional group are an organic part of the school's professional group activities. Professional group activities on the one hand facilitate the democratization of schools, on the other hand facilitate the promotion of the collective ownership of teachers and staff, and on the other hand, promote many initiatives and experiences of each member. of the professional group in teaching, especially on innovation of teaching methods, making teaching aids, using teaching equipment, experimenting...

On the other hand, it will promote the creative labor potential of teachers in teaching-education and school management. At the same time, promote the initiative and creativity of primary school students to improve the quality of education and implement the educational plan with the goal of building primary schools in the direction of national standards. Help teachers find solutions in the teaching process to improve student learning outcomes. Attendees

focused on analyzing students' learning activities, detecting difficulties that students encountered. The illustration teacher and the participants together find solutions to improve learning results, boldly make changes, adjust the content and teaching methods to suit the students.

Pay attention to all students in the class, with special attention to students who are weak or less engaged in academic activities. Create opportunities for teachers to develop professional capacity and promote their creativity. Through teaching and illustrating, each teacher draws lessons from his own experience to apply in his teaching hours. Do not evaluate and classify teaching hours according to agreed and prescribed criteria and procedures.

2.1.2 Contents of professional group activities in the direction of studying lessons in primary school

The content of professional group activities is in the direction of studying lessons, namely: learning, discussing related documents, and guiding documents of superiors on professional group activities in the direction of studying lessons to School administrators and teachers understand the goals and how to organize professional group activities in the direction of studying lessons. Discuss the development of a working plan of the professional group in the direction of studying lessons to gradually concretize the plan in accordance with the actual conditions of the school.

Planning and preparing lessons; organizing teaching and attending hours; analyze, discuss and evaluate the teacher's illustrated lesson in the direction of in-depth study of the lesson and analysis of students' learning activities. Develop test plans to assess the learning process and results of students; discuss and compile student evaluation sheets according to the lesson content.

Through studying the lesson, discussing and agreeing on the content that needs to be adjusted, making the content of the lessons in the textbooks and learning materials updated, suitable to the characteristics of the students, and in line with the reality. school teaching. Exchange and agree on the purpose and requirements of each lesson for which basic knowledge needs to be inculcated for students; What methods to use, what teaching aids to use, how to organize classes to help students acquire new knowledge fastest and most effectively. Discuss the application of after-school group activities in the direction of studying lessons into daily lessons in the classrooms.

2.1.3 Form of organizing professional group activities in the direction of studying lessons in primary school

Activities of professional groups in the direction of studying lessons can be carried out in: clusters of schools, schools, professional groups, and grade groups. In addition, it can be approached in the direction of including regular professional activities and subject-based professional activities, these professional activities are all aimed at the common goal of understanding, researching and exploring solutions. Strategies to improve the quality of schools, the quality of each student's learning, create opportunities and help all students improve their academic achievement. Through attending class time, discussing and learning about what students have learned and not learned without evaluating the teacher.

2.1.4 Methods of working in professional groups in the direction of studying lessons in primary school

A method is a way of proceeding in a voluntary, sequential manner in order to achieve a result consistent with the intended purpose. To organize group activities in the direction of studying lessons, managers can use the following methods:

1) Text study:

The principal of the school directs the professional team and the teacher to study documents and directives of the Ministry of Education and Training, the Department of Education and Training, and the Department of Education and Training on the activities of the professional groups in the direction of studying the lesson. The school's plan on the implementation of the school year's tasks. Experiences of schools, of professional leaders guiding teachers, of teachers in professional group activities and teaching in the direction of lesson study.

2) Living by discussion method, working on products

The team leader and the group members exchange ideas on how to conduct professional activities in the direction of studying effective lessons. In which, discuss and exchange appropriate forms and methods and ensure that members participate in discussions and give opinions. The content of discussion and working on the product can focus on the following issues: discuss all teaching and learning activities of teachers and students, thereby discovering the difficulties that students face to solve problems. have timely solutions to help them enjoy learning and achieve high results. On that basis, jointly come up with effective measures that can edit the teaching method, adjust the content to suit each individual person, and draw experience for the teaching process.

3) Assign tasks to individuals

The group leader can use the method of assigning tasks to each teacher. The assignment of tasks to teachers is to promote the ability of each person to bring the highest teaching effectiveness. In professional activities in primary schools, the team leader needs to base on the number of classes, grades and subjects in charge to be able to assign a combination of good teachers to support the limited teachers. Select teachers to teach illustrations, organize teachers to attend classes, and evaluate students' learning effectiveness. In which, the request for teachers to attend time should focus on both teaching activities of the teacher and observing the activities of students (using means of observing, taking notes, filming...). Select difficult lessons, lessons to be studied, then propose a solution for each teacher, from which each teacher determines his or her task when working in a professional group in the direction of studying the lesson.

4. Hold a face-to-face exchange

One of the methods to effectively use professional group activities in the direction of studying lessons is to organize face-to-face exchanges. This is a method that can fully exploit the advantages and disadvantages of the capacity and expertise of teachers when participating in teaching, and at the same time exploit the advantages and disadvantages when teachers apply it to their own teaching. The face-to-face exchange process needs to promote the wisdom of the teachers in the group, together with the design of scientific

lectures, follow the standards of knowledge and experience of each member, and reasonably arrange the activities of teachers and students. born; reasonable question design, focus on the focus of the lecture, avoid heavy, overloaded.

5) Organize according to the process

This is one of the effective methods to organize group activities in the direction of studying lessons. The professional leader and the team member build the process. Professional activities in the direction of studying lessons should be carried out in a 4-step cycle:

Step 1: define the goal, develop a study lesson plan

Step 2: conduct illustrative lecture and attend time.

Step 3: Reflect and discuss the illustration lesson.

Step 4: apply to daily teaching practice.

2.1.5 Conditions to ensure the activities of professional groups in the direction of studying lessons in primary schools

In order to work well in the professional group in the direction of studying lessons, it is necessary to equip the subject rooms and file cabinets for each group, fully equipped with teaching aids and equipment. Equip high-tech equipment (computers, projectors, camcorders,...) At the same time, encourage teachers to apply information technology in teaching.

Building a healthy pedagogical atmosphere, making the teachers' collective believe in the development of the school to give all their enthusiasm to contribute to the overall development of the unit.

In addition, to develop regimes and policies to encourage professional leaders and teachers to fulfill their tasks well, and to unify all kinds of records and books of the group and teachers; reduce work pressure and records for teachers.

2.2 Managing the activities of professional groups in the direction of studying lessons in elementary schools in the Northern mountainous region of Vietnam

The school principal, with the role of managing the activities of the professional group in the direction of studying the lesson, is the process by which the principal plans, organizes, controls and inspects the activities of the professional group in the direction of studying the lesson. In the entire management process of primary schools, managing the activities of professional groups, in which managing the activities of specialized groups in the direction of lesson study is necessary in the current educational renovation period, this is also the focus activities that require the principal to spend the most time and effort. In order to well manage the activities of professional groups in the direction of studying lessons, school principals need to: really consider professional group activities as the foundation and an important measure to change the learning quality of students and cultural behavior; find out enough information and how to carry out group activities in the direction of studying the lesson.

Firmly grasp this model to perform well as a pedagogical advisor; organize the introduction of how this professional group works to the school's teachers, stating the necessity and benefits that the group's activities in the direction of lesson study bring; develop a plan to organize the school's professional group activities. Organize, direct, deploy and examine and evaluate the results of professional groups' activities in the direction of effective study of lessons, suitable to the conditions of the school. Regularly directing

groups and professional groups to organize professional activities in the direction of studying lessons; create things about time, csvc for groups, professional groups and teachers to implement work. Participating in the training of teachers and professional groups by attending classes, visiting classes, checking teachers' lesson preparation, classroom organization, innovative methods of teaching, and professional activities. Maintain good relationships between teachers, professional team leaders, responsible for the implementation of the school year's tasks (balancing the program, timetable...).

2.2.1 Planning activities of professional groups in the direction of studying lessons in primary school

The plan of the expert group in the direction of studying the lesson shows the vision of the expert group leader on the direction of development of all aspects of the professional group's activities in the coming school year, reflected in the objectives, requirements, measures. methods and resources to achieve that goal; It is meant as an important management tool and means to help the professional team leader to organize, direct, administer, check and evaluate in a unified manner the activities of the group of experts, as well as of each group. team members. Help the professional team leader to be proactive and confident in managing and directing the activities of the specialized team. The plan of the professional group in the direction of studying the lesson shows the unity of the will, aspiration and the ability to strive for development (mind and force) of the collective of teachers in the professional group; specify the direction of action and coordination for all members of the team; is the legal basis for each member of the professional group to determine the work plan for the school year.

The lesson plan is one of the most basic and important types of plans in school management; it is the specific implementation of the vision, development strategy and action plan in the school year; is meaningful as an important means in the management and development of the school by the principal, especially in terms of professionalism; at the same time is one of the bases for the principal's inspection and evaluation activities.

- The planning of professional group activities in the direction of studying lessons is a tentative plan to implement all activities of the professional group in a school year, in order to realize the development goals of the professional group and of the school.

Developing a plan of a specialized group in the direction of studying lessons in primary school is the determination of a scientific basis the goals, tasks and targets of the professional group and the determination of the basic means to effectively carry out those tasks and targets. When determining the mission objectives, it is necessary to set targets, determine the level, the targets must be quantified and expressed specifically by numbers, percentages...

- The essence of lesson-study-oriented group planning is to determine what development goals the sub-group is aiming for during the school year; what needs to be done, how, when, and who will do it.

Thus, the plan of specialized groups in the direction of studying lessons is built on the basis of concretizing the school year plan, professional plan, and training plan of the school. When building, it should be based on the actual conditions of the school, the situation of the teachers, the conditions of the curriculum and the actual students in the

group. In the professional group plan, the content of the professional group's activities is an important part. This content must show the work to be done for the whole school year and supplement the issues that the school directs or arises such as strengthening measures to foster good students, tutoring weak students after each test. periodically; teaching according to groups of students, groups of interests; problems that teachers have not yet mastered or have difficulty in teaching, especially for teachers who have just graduated or have limited professional capacity.

The work plan of the specialized group is developed according to the following process:

Step 1: the professional leader prepares a draft school year plan (work 1: collect and process information; work 2: determine goals and tasks; work 3: develop requirements and targets); job 4: identify measures; task 5: plan work, time)

Step 2: Approve, collect opinions of the collective.

Step 3: Adjust and finalize the draft plan.

Step 4: Send the draft plan to the principal for approval.

Step 5: Announce and implement the plan.

When planning a specialized group in the direction of studying lessons, the principal must have a sharp view, know how to scientifically analyze the obtained information related to the operation of the professional group to point out the advantages and disadvantages. difficulties for the school's next development step in the school year, including professional development. On that basis, the principal clearly and specifically determines the plans and measures to achieve the educational goals of the school, including the activities of the professional groups and the management of the activities of the professional groups. Principals need to have careful discussion and consideration in the school's pedagogical council to create a high consensus when implementing educational goals and managing professional team activities. From the identified goals, methods, and measures, the principal directly develops the plan and specific tasks of the school in the school year, including the plan of professional group activities, operation management. professional groups.

This is the school's general plan, built according to the school year's payroll, focusing on professional group activities and management of professional group activities. It is very important and highly oriented in the school management process, especially in the management of professional groups. After developing the general plan, the principal directs the vice principal, the head of the specialized groups, and the heads of the divisions to develop specific plans for the assigned tasks. Principals need to take measures to direct so that the plans of the groups and departments ensure synchronization, high coordination ability, and the same direction towards the achievement of professional goals.

2.2.2 Organize professional group activities in the direction of studying lessons in elementary schools

In order for people to work together to effectively achieve goals, it is necessary to develop and maintain a certain structure of roles, tasks and positions. Therefore, it can be said that the construction of roles and tasks is an organizational function in management. Organization, broadly speaking, is the structure of the existence of things. Things cannot exist without some form of association of the elements of content. Organization is therefore an attribute of

things themselves. The organizational structure functions as a process, including steps such as: making a list of tasks that need to be completed to achieve the organization's goals; dividing the entire work into tasks for members or departments in the organization to perform logically and effectively, this step is called division of the department; establish a coordination mechanism, form an active link between members or departments to facilitate the achievement of goals; Monitor and evaluate the effectiveness of the organizational structure and make adjustments if necessary.

Organizing group activities in the direction of studying lessons is a decisive measure in turning the plan into reality. The principal concretizes the general professional plan into an action plan, common targets for the whole elementary school and targets for each specialized group; from the primary school's professional plan to the professional plan for each group, subject group, grade, and teacher to strive for implementation. In order for the professional plan in the direction of studying lessons to be practical and feasible, the principal needs to pay attention to the initiative and creativity of groups, subject groups, and each teacher in professional group activities. create a reasonable "corridor" for professional groups and teachers to apply appropriate measures to specific conditions in professional group activities; other groups and departments work together to best support the professional groups and subject teachers to successfully complete the activities of the professional groups according to the set plan.

Organizing professional group activities in the direction of studying lessons in primary schools in a scientific manner is to create the ability to rationalize the principal's labor management in professional group activities, and to complete the minimum conditions. priority for specialized workers, ensuring the highest efficiency while performing professional group activities, saving on material means, time and labor of officials and teachers in professional group activities and ensuring guarantee high efficiency. The principal must organize well the activities of the school's "machinery", that is to do well the organization of staff, especially the heads of specialized groups in the subjects, because these are the people who directly manage the activities of the school. Actively working with professional groups in groups, directly working with teachers to perform professional tasks, helping to manage professional group activities effectively.

The principal must have a firm grasp of the staff and teachers in his school in terms of professional competence, social work capacity, the ability to mobilize the masses, and must understand each person's situation and situation in order to have a reasonable assignment, creating conditions for each individual to maximize their own capacity, creating a great strength for the school. The principal must prepare and provide timely material, financial, and spiritual conditions, and know how to make the most of all support resources. The plan will only be successfully implemented when it is suitable for each locality, each specific situation and when the principal meets the requirements of the plan.

2.2.3 Directing the activities of professional groups in the direction of studying lessons in elementary schools

Directing is a function that demonstrates the capacity of a manager. After planning and organizing the organization, the manager must control the operation of the system to

achieve the set goals. This is the process of using management power to influence the managed objects (people, departments) in a purposeful manner in order to realize their full potential towards achieving the common goal of the system. The system controller must be a person with knowledge and skills to make decisions and organize the implementation of decisions. Directing and guiding specifically in a certain direction, linking and motivating subordinates to complete tasks to achieve organizational goals. Directing includes giving orders to departments and individuals to perform work tasks; Instructions on how to; harmonize and coordinate work between departments and individuals; stimulate collectives and individuals to emulate to do well the assigned work; training staff and teachers. A good principal must be able to create synchronization in all aspects, be proactive and creative in gathering subordinates, process information sources accurately to control and adjust in the management process to achieve effective results. highest fruit.

In school management in general, and in managing professional group activities in the direction of studying lessons in particular, the principal has the role of a conductor, directing to each musician (vice-principal, professional group leader and department heads, subject teachers, homeroom teachers, employees, etc.) in each rhythm (specialized plans in the direction of studying lessons and implementing professional plans in each class, block, or lesson), every week, every month, every semester and the whole school year..) All the perfect combination creates a grand symphony. In the operation of the professional group, there are many situations that can occur from many causes affecting the effectiveness of the professional group's activities, which require the principal to solve. There are situations caused by external factors, there are situations by people "in the school" (teachers, students), there are situations by people "outside the school", there are situations in the field of material, health ... The above situations, each specific case, have an impact on the operation of the school's professional team. All of these issues require the correct, timely, sensitive and profound direction of the principal.

2.2.4 Examining and evaluating the activities of professional groups in the direction of studying lessons in elementary schools

In order to evaluate the results of the professional group's activities in the direction of studying lessons in the school, the specialized group shall perform the following forms of examination and evaluation:

- School internal examination: test content: comprehensive areas of program content, methods, and forms of student education.
- Comprehensive examination of a teacher: professional qualifications (skills): through classroom attendance and student educational activities; implementing professional regulations: implementing school programs and regulations, participating in activities to improve student education methods... Sense of responsibility; student educational results (through student quality checks: regular, periodic and irregular); participate in other educational activities: union work, parent-student work, self-improvement work, experience initiatives...
- Check the teacher's teaching time: check the teacher's profile: the preparation of the lesson in the class according

to the program and individual teaching plan, the preparation of teaching aids and equipment...; classroom instruction by teachers; cognitive outcomes (knowledge acquisition) of students in class. In the process of checking the teaching in class, it is conducted according to the following process: time attendance in many forms: prior notice, unannounced, parallel classes, continuous attendance for the whole session, thematic, selective, experts can be invited to attend; pedagogical analysis of the lesson studied in class: based on the theory of lesson types, analysis of teacher-student activities in the implementation of the purpose - content - method - results and the interaction relationship between them; The principal makes the final conclusion, records the minutes, and keeps the file.

- Check the pedagogical activities of the group, professional group of teachers

Contents of examination: checking the management of team leaders, group leaders: awareness, roles, effects, prestige, professional leadership ability...; check professional records: plans, minutes, quality of teaching, topics of professional development, initiatives and experiences. Checking professional discipline: preparing lessons, attending time, teaching samples... checking the direction of students' learning movements. Check the quality of care and education of the group, the professional group, the effect, the reputation in the school... in the primary school, check the teaching of the teacher, during the inspection, pay attention to the counseling. For the test object, through the test, it is recommended to suggest, guide and analyze for teachers to see advantages and shortcomings, especially the causes of shortcomings so that individuals and organizations can do better in organizational activities. education in particular and education in general. Testing is not only tuning but testing is also development.

2.2.5 Factors affecting the management of professional group activities in the direction of studying lessons in elementary schools in the Northern mountainous region of Vietnam

1) Objective factors

The guiding point of view on the construction and development of primary education

Our Party and State pay more and more attention to improving the quality and strengthening the development of primary education, strongly committed to improving the quality of primary education. National target programs on education together with regular budgets have been invested to build schools, increase classes and improve the quality of student education, especially for disadvantaged areas, high mountains and islands. Resolution No. 29 dated November 4, 2013, the eighth meeting of the Central Executive Committee, term XI, on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a market economy socialist orientation and international integration ^[1]. This is a testament to the government's interest in education, which plays an important role in the country's human resource development strategy and socio-economic development.

Conditions of facilities, teaching equipment

Teaching facilities and equipment have a great effect on the quality of operation of professional groups in primary schools. The expert group cooperates with the csvc department to equip and use csvc, equipment and teaching

aids to serve well for the activities of the professional group in the direction of studying the lesson. The expert team plans to use, preserve and propose to purchase additional equipment and teaching aids right from the beginning of the school year. The team leader shall coordinate in inspecting and urging the use and preservation of csvc, equipment and teaching aids. The professional group stipulates that teachers when planning lessons for each lesson or topic they are in charge of must have a plan on teaching equipment for that lecture. The use of teaching equipment must be for the right purposes of the lecture and subject and must not be abused. The construction of the classroom environment, pedagogical landscape, equipment and appropriate equipment and learning materials to ensure the quality of educational activities in the school.

In addition, the school needs to have a specialized room to organize professional activities and store common documents, utensils and toys of all grades that will alternately be used in the teaching process. Primary education administrators at primary schools need to be aware of the importance of csvc, teaching equipment itself has improved the quality of students' education, thereby planning to invest in resources and materials. force for this activity. The most important thing is how the management directs teachers to take advantage of the csvc conditions, effectively using tools, toys, information technology, and foreign languages when carrying out student education. The new primary education program is also an orientation for schools and localities to step by step increase investment in educational equipment, materials, learning materials and means for student education. And this is an important factor affecting the quality of operation of professional groups in primary schools.

2) Subjective factors

Professional quality of teachers

Implementation of Resolution No. 29 dated November 4, 2013 of the eighth meeting of the Central Executive Committee, term XI on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in economic conditions socialist-oriented market and international integration have nine tasks and solutions ^[1]. In which, the sixth task and solution stated: "Developing a contingent of teachers and administrators, meeting the requirements of education and training reform." In education, the top issue is the teacher. For primary education, the teacher plays a very important role, the teacher will be a role model for students to imitate. Teachers are a decisive factor that greatly affects the quality of teaching and learning. However, the reality shows that the number of teachers at the primary school level is still lacking, the quality is not uniform, and it has not met the requirements of the current primary education.

The quality of teachers working at the primary level also has many shortcomings such as: slow innovation in teaching methods to meet the requirements of the new general education program; lack of updating information, fostering and improving qualifications. One of the reasons leading to the shortage of teachers at the primary school level in terms of quantity and quality is due to the lack of remuneration policies for teachers and primary education administrators. unreasonable points, have not created motivation for teachers to train in quality and improve teaching capacity.

Therefore, teachers need to have a professional qualification that is well-trained and above-standard. All the requirements in those three areas that teachers must achieve affect the quality of students' education in primary schools and affect the operation of professional teams. A strong and developed professional team is also thanks to a team of highly qualified and creative teachers.

Directive of the principal, vice principal of the elementary school

Directive No. 40/2004, dated June 16, 2004 of the Secretariat on "Building and improving the quality of the contingent of teachers and educational administrators" ^[8] clearly states: the goal is to build a contingent of teachers. Teachers and education administrators are standardized, guaranteed quality, sufficient in quantity, synchronous in structure, paying special attention to improving political bravery, quality, lifestyle, conscience, and skills of teachers; through the management and development of education in the right direction and effectively to improve the quality of human resource training, to meet the increasing requirements of the industrialization and modernization of the country. To accomplish that goal, in each school, the principal is the leader of the school's team development. The principal must actively attract and gather forces to participate in the process of building and developing the school's team with appropriate contents and forms.

The principal of a primary school is the head of the primary education unit and establishment, who is responsible to the party committee, local government and superiors for managing the entire operation and quality of primary education. study in primary schools in accordance with the educational line of the Party, directions and tasks of the sector. The principal must be appointed or recognized by a competent state agency. Principals get information from professional groups to accurately assess teachers, their professional qualifications and skills, thereby assigning teachers appropriately and effectively; provide professional guidance on teaching and educational activities: implementation of educational plans and programs, standards of knowledge and skills, innovation of teaching methods, innovation of testing and evaluation... through specific activities. such as fostering teachers, students, attending classes, visiting classes, etc., professional vice principals help the principal manage and provide general direction on professional work in the school, and make timely plans for professional group activities. for the whole school in each month, semester and whole school year, giving reasonable time to specialized groups to live.

3. Conclusion

Specialized groups in primary schools are direct administrative-professional organizations, the last level in the management levels. Including teachers, educational equipment workers. The specialized group has a leader and a deputy leader. Tasks and contents of the specialized group include: developing the group's general activity plan by week, month and school year in order to implement the student education program and plan. And other educational activities; carry out professional and professional training, test and evaluate the quality and effectiveness of student education. And manage the use of materials, utensils, toys, and educational equipment by team members according to the school's plan; participate in the assessment and

classification of teachers according to the professional standards of primary school teachers. Managing the activities of professional groups in the direction of lesson study is the purposeful influence of the principal on the professional group and teachers through the performance of management functions to achieve the goal of professional group management. in ever-changing environmental conditions. The contents of the management of the professional group activities include: planning the activities of the specialized groups, organizing the activities of the specialized groups, directing and inspecting the activities of the specialized groups. In the process of implementing management functions, managers should pay attention to objective and subjective factors that influence dominating.

4. References

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