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Manage Pedagogical Training Activities for Lecturers at Higher Education Institutions

¹Thi Huong Phung, ²Van Luan Nguyen

^{1,2} University of Labour and Social Affairs, Vietnam

Corresponding Author: **Thi Huong Phung**

Abstract

Managing pedagogical training activities for lecturers at higher education institutions to meet educational innovation has achieved certain results, but there are still some shortcomings. With two research methods: methodology and document research, the article has proposed the contents of managing pedagogical training activities for lecturers at higher education institutions. Education to raise awareness for managers and lecturers about planning the content of pedagogical training programs. Manage forces participating in training and closely coordinate forces participating in training pedagogical skills for lecturers. Ensure conditions for pedagogical training activities. We are promoting the

initiative and positivity in the self-improvement of lecturers' pedagogical skills. Innovate and evaluate the results of pedagogical training for lecturers. Implementing the proposed management measures will contribute to improving the quality of pedagogical training, the quality of pedagogical activities for lecturers, and the quality of lecturers at higher education institutions, meeting demand for educational innovation. The article has supplemented and clarified the theory of pedagogical professional training activities and the management of pedagogical professional training activities for lecturers at higher education institutions.

Keywords: Higher Education Institutions, Management, Operations, Pedagogical

1. Introduction

Educational innovation is not only a general trend in the world but also the viewpoint and policy of the Party and State of Vietnam. Current educational innovation, with the guiding ideology of fundamental, comprehensive innovation and educational management innovation, is a breakthrough solution. Educational management refers to the management of educational personnel in schools. Therefore, in management, it is necessary to become familiar with and implement the functions and principles of human resource management. The guiding ideology of teacher management is expressed in all basic content and stages such as planning, management, and human resource development. Train, support and retrain teachers, especially focusing on developing a team of teachers to meet the needs of educational innovation and training. To effectively build and develop the teaching staff in universities, we need to have both the right policies, many simultaneous measures, and basic, long-term measures. There are step-by-step measures to ensure assigned tasks are performed reliably. Develop teaching and training plans that meet current job requirements and ensure long-term development goals and requirements are met. Training and retraining plans must be suitable for all types of teachers in all subjects, all faculties, all facilities and subjects. Develop a plan to train lecturers with specialized knowledge and skills to meet the qualifications of university lecturers according to state and school regulations. Basic training and standardization/formal training are closely linked, combined and inherited. Teacher training focuses on developing new knowledge of advanced teaching skills. New developments in learning content and teaching skills, teaching techniques and the use of current teaching materials. With that goal, our article explores the content of the management of pedagogical professional training activities at current higher education institutions. This study aims to provide a theoretical basis for educational institutions to refer to when conducting training activities and managing their training activities.

2. Methods

The research uses two research methods: methodology and document research method. With methodology, we rely on the theoretical basis of Marxism-Leninism, Ho Chi Minh's ideology, the guidelines, and views of the Communist Party of Vietnam on education, training and educational management that directly are ideas and perspectives on quality requirements, capacity,

standardization, and training and fostering of teaching staff. Using the document research method, we analyze, synthesize, and summarize documents related to the goals and content of the article such as Education Law, System of legal documents, and Directives, Resolutions of the Party, Documents of the State of Vietnam, training, educational management, monographs, reference books, articles, and textbooks as the foundation for building a theoretical framework.

3. Fostering Pedagogical Skills for Lecturers

3.1 Lecturers

According to the Education Law (2019) ^[8], a lecturer is an "Educator" who teaches at university and college educational institutions as stipulated in section 1, article 66. Lecturers have a decisive role in ensuring quality education, have an important position in society, and are honored by society. Lecturers must meet the standards prescribed by the Education Law such as: Having good qualities, ideas, and ethics; Meeting professional standards according to job position; Having updated skills and improving professional capacity; and ensuring health according to occupational requirements. The duties of lecturers are specified in Article 69 of the Education Law (2019) ^[8] including: Teaching and educating according to educational goals and principles, fully and qualitatively implementing the educational program; Exemplary performance of civic duties, educational institution charter, and code of conduct for teachers; Preserve the quality, reputation, and honor of teachers; Respect and treat learners fairly; protect the legitimate rights and interests of learners; Study and practice to improve moral qualities, political qualifications, expertise, and profession, innovate teaching methods, and set a good example for learners. Along with standards and tasks, lecturers have the right to teach according to their professional training, receive training and fostering to improve their political, professional and technical qualifications, and receive guest lecture and scientific research contracts. Study at another educational institution or scientific research facility. In addition, lecturers are also respected, their dignity, honor and body protected and have a rest regime according to the provisions of Vietnam's Education Law. Thus, the Education Law (2019) ^[8] stipulates that a lecturer must have professional and professional standards. At the same time, they also have the responsibility to study and practice to improve their expertise and skills and have the right to professional training.

3.2 Pedagogical Skills of Lecturers

Each field of activity and each different profession has its own expertise. Pedagogical skills are a part of a teacher's professional skills. Every teacher, no matter what level, must be equipped with pedagogical expertise. The pedagogical capacity of teachers is the necessary pedagogical expertise of teachers to perform teaching and training tasks in educational institutions. Different types of schools and educational levels have different requirements for teachers' teaching skills. Standards for professional and professional capacity of lecturers: "Master the basic knowledge of the subject assigned to teach and have general knowledge of a number of related subjects in the assigned training major responsibility; Objectives, plans, contents, and programs of assigned subjects within the training major;

Ability to participate in scientific research and organize scientific research for students; Apply and deploy scientific and technological research results into education, training, production and life; Have effective teaching methods suitable to subject content; Teaching meets the requirements or better".

The role of pedagogical expertise for lecturers. Pedagogical expertise supports lecturers in effectively performing teaching and training tasks. Teaching skills help teachers effectively perform teaching and training tasks. Through practice, teachers can receive basic training and master the theoretical content of the subject, but the results of teaching activities are still low and do not meet the goals and requirements. Training needs have been identified. The level of knowledge and mastery of teaching skills not only create a foundation for teachers to effectively handle objectives, content, and teaching methods but also create prerequisites for flexible handling of situations and complex teaching. The content of lecturers' pedagogical skills is specified in the Decision promulgating regulations on pedagogical training, including a system of knowledge such as Physiology, Education, Age Psychology, and Teacher Psychology, teaching methods, teaching techniques; Pedagogical practice skills and pedagogical experience of lecturers (No: 05/VBHN-BGDĐT).

3.3 Pedagogical Professional Training for Lecturers

Training helps improve professional qualifications. This process only takes place when individuals and organizations need to improve their knowledge and professional skills to meet the need for a specialized workforce. Refresh training is also known as retraining. Training can be considered a process of updating knowledge and skills to apply knowledge to compensate for missing or outdated knowledge compared to the development needs of society, and this is often accompanied by recognition. Achievements are recognized through certificates training results. Therefore, training includes the following basic elements: Expanding knowledge, skills and methods to improve professional qualifications through specific forms of learning and training.

Educational training for instructors is aimed at narrowing gaps in knowledge and skills and updating new gaps. Pedagogical professional training for teachers includes targeted and systematic measures to supplement and update professional knowledge and improve teachers' knowledge and teaching capacity. Trained personnel must be trained to meet requirements for quality and standardization of work. Nowadays, it is possible to carry out educational work with a focus on promoting content such as commerce, NV, politics, information technology, foreign languages, etc. The purpose of training is to improve quality and professionalism so that lecturers have the opportunity to consolidate and expand knowledge and skills to achieve effective teaching activities at school. From the above analysis, we can generalize. Promoting teachers' pedagogical capacity to meet the needs of educational innovation is a targeted, systematic activity that integrates additional methods and measures and updates teaching activities. Update your expertise to enhance your knowledge and leadership skills in new situations.

Educational and training measures aimed at improving the knowledge and skills of instructors. This is one of the regular basic requirements of educational facility

management and contributes to team building and development. Subjects receiving specialized educational training are principals, vice principals, teachers, and self-study instructors. The subject of educational and training activities is the instructor of the educational institution, who is also the subject of training and the subject of the self-education process. Teacher training takes place during school operations. Schools need to classify subjects based on teacher quality and develop appropriate training plans. Subjects are sent for study and training in specialized classes and courses, and subjects are trained on the spot by organizing practical educational activities, and specialized pedagogical training through activities. Practical education is obtained internally. Training activities must be organized systematically with many different types of organizations, inspecting, controlling and evaluating the results achieved according to determined goals. Educational professional training activities include activities such as training preparation activities, training implementation activities, assessment activities and pre-training summary activities.

In the context of educational innovation, training content focuses on new theoretical and practical development tasks of teaching capacity and skills for each discipline, each major, and each teaching profession. In particular, it is necessary to train teachers on new regulations and newly issued legal documents on training. Currently, activities to improve lecturers' pedagogical capacity include activities to improve political knowledge, professional ethics, and socio-political knowledge. Activities to improve professional knowledge and skills. Knowledge of information technology and foreign languages. Methods and forms of pedagogical training activities are "Regular training", "Periodic training", "Advanced training", "Updated training" and self-training. Periodic training is the most popular form because it fits the professional characteristics of the instructor and the school context. Specifically, it gives instructors time to train, explore their learning, and make practical connections to specific lessons. Enrichment is often provided through academic conferences, seminars, workshops, seminars, training courses, lectures, classroom visits, etc. Periodic training is a form of training that helps instructors overcome knowledge gaps due to not regularly updating knowledge. Advanced training is an advanced training course aimed at the school's core teaching staff, who aim to become the core for the development of the educational institution. Update training is a form of regular education that helps teachers add new professional and pedagogical topics and organize specialized seminars. Self-study is a form of lecturers using documents to research, self-study and improve their own skills.

4. Manage Pedagogical Training Activities for Lecturers at Educational Institutions

4.1 Concept

The concept of management can be understood in the most general sense. Management is the process of systematically, directly and continuously influencing a subject politically, culturally, socio-economically and politically. Principles, methods, and specific measures create an environment and conditions for topic development. There are many different views on educational management, but the most common notion is that educational management is the intentional, scientific transfer of objective conditions from one subject to another in order to promote the Strengthen educational

resources based on legitimate and consistent influence. This ensures that the organizational activities of the educational system achieve the set educational goals with quality and efficiency. From the above analysis, it can be seen that the management of pedagogical training activities of lecturers meets the requirements of educational innovation, and the leadership of the training management department helps lecturers meet their qualifications. The pedagogical power of today's experts can be summarized as representing management and administrative influence. Standards and innovation requirements.

4.2 Purpose

The purpose is to manage teacher training activities. Managing educational activities and teacher training is a targeted and systematic activity of the management agency. Fulfill the responsibilities and duties of teachers and contribute to improving the quality of education and training in educational institutions. The agency managing education and training activities of teachers includes many organizations such as the board of education and authorities of educational institutions. Managers are assigned to host training courses, instructors and reporters are assigned to conduct training, and instructors participate in training. The contents guiding educational professional training activities for teachers include the purpose and content of educational professional training activities and all activities related to planning, direction, and implementation of education programs. Conditions to ensure inspection, monitoring, and evaluation of training, education, and training results for instructors. The method of managing pedagogical training activities for lecturers is the way and means of influencing and controlling the management subject to the management object using a system of tools and means to achieve the identified goal of managing and fostering pedagogical skills for lecturers.

4.3 Content Management of Pedagogical Training Activities for Lecturers

Assess Needs, Determine Goals, and Develop Plans for Pedagogical Training for Lecturers

Higher education institutions select instructors for different specialized subjects based on understanding the current situation of all aspects of the teaching staff and especially acquiring the professional qualifications and leadership abilities of the lecturers, and instructors, including knowledge, skills, and pedagogical qualifications in each subject, thereby building appropriate plans and programs. With the motto of fostering necessary content, higher education institutions pursue training content, quality, and efficiency. This shows that the spirit of education and training in the current market economic context and educational innovation must be practical and realistic, and training must be suitable to needs and meet social needs. The general goal of pedagogical training activities for lecturers is to "improve lecturers' pedagogical capacity and skills", meet teaching requirements and innovate education and training. Each training content, training session, and training form needs to determine the direct goal to be achieved, thereby determining the plan and organizing the training accordingly. The basic problem of managing current training goals is to achieve the intended intention, develop pedagogical capacity and skills, and update new issues in professional activities that need to be trained for

lecturers. Types of lecturer training plans include long-term plans, medium-term plans and short-term plans. Annual regular training plan; Training plan by task and topic; On-site training plan. When developing plans, it must be based on actual needs arising from lecturers' activities. When planning, you need to clearly define the content, strength, method and implementation time. Clearly evaluate the training sequence, process and situations that may arise during implementation to proactively make timely adjustments.

Manage the Activities of Training Subjects and Objects in Program Implementation, Content, Form, and Methods of Pedagogical Training for Lecturers

Management of objectives, content, and program of teacher training activities includes management of lecturers' professional activities and model of pedagogical skills goals. Training content program management includes managing the process and schedule of training delivery according to an established plan. Managers guide lecturers and reporters to update the latest program content, edit training content, predict content and divide training content according to the time of each content. Content deployment management: The content of a training program is the totality of specialized knowledge and skills. Training content will vary depending on the training purpose and will be specifically shown in the training program or plan. Training content continues to change and improve to suit the educational and training needs of each school and the development of current education and training coach's goals. Based on the instructor's capacity and performance of tasks, the educational institution will provide new directions and requirements for teachers to decide on training content appropriate to their actual needs.

Higher education institutions often apply methods and forms of training such as: Taking classes, self-study, practicing, visiting, writing essays, and collecting. Each method and form has its own advantages and disadvantages. Therefore, when organizing training for educational institutions, educational institutions need to identify, select and direct lecturers to comprehensively and flexibly apply appropriate educational methods and forms to achieve effective training nourishment. For university lecturers, it is necessary to attach importance to the form of information about new content with the orientation of applying it to teaching expertise. For pedagogical training subjects who are full-time lecturers, managers, or collaborators, it is necessary to select people with professional capacity and good pedagogical ability who can ensure the program and content training have been determined. Officials assigned to the training task need to carefully prepare the training content and determine the teaching method appropriate to the training content and subjects. Subjects receiving pedagogical training as lecturers need to determine their motivation, determine their responsibility to fully participate, and have a good sense of responsibility. Actively absorb and apply learned knowledge into teaching practice.

Direct Training Activities and Self-improvement in Pedagogical Skills for Lecturers

Manage the quality of teaching capacity, content management, teaching methods for each subject, each content and the entire program and pedagogical training

program for lecturers. Management of educational activities of instructors, reporters and educational experts is the systematic direction and control of the process of meaningful transmission of content, skills and attitudes from educators to learners. At the same time, coordinate, manage and review training content according to the proposed training program. This is considered one of the important factors ensuring the quality and effectiveness of teacher training. Controlling a lecturer's learning activities means guiding and controlling the learning process so that the teacher can independently acquire specialized knowledge and build a body of knowledge, skills and critical attitude toward the content being trained. Organizing pedagogical activities and professional training for teachers means directing and controlling the training process, plans and progress so that they are carried out according to plan on time and with the highest quality. The goal is to enhance the instructor's teaching skills and reflect them with real-world results. Education is aware of the urgency, importance and significance of training in order to perfect the qualities, knowledge and abilities of instructors, so that instructors strive, are self-aware and can transform their lives training into a successful process that will help you training sequence. From there, the instructor takes advantage of each individual's skills, expertise, and teaching ability to build a self-improvement plan. Each instructor's self-training plan must clearly define the objectives, training content, completion time, guaranteed conditions and implementation progress. Educational institutions need to have measures, regulations, and instructions to create adequate conditions in terms of time and material so that lecturers can carry out the proposed plan.

Manage Conditions to Ensure Pedagogical Training Activities for Lecturers

Facilities are a necessary factor in implementing education plans, training and improving teacher quality. Facilities are limited, especially for educational institutions, which are both a prerequisite and a means of education and training. Considering the rapid development of modern science and technology, educational institutions are obliged to regularly train teachers to adapt to new technological means. The purpose of providing facilities and materials for training is to direct plans to ensure equipment and use of technical facilities to support the educational work of teachers and students participating in training create, educate. Effectively use facilities and documents in training activities. The management of facilities, techniques, and training materials is under the control of the management unit, including the equipment, use, and effective use of all means, techniques, and documents in operations. educational and training activities for instructors. By providing teaching materials for teacher training courses and other materials, educational institutions help lecturers and presenters teach fluently and practice good teaching methods. Good for training topics. Improve students' cognitive abilities in the learning process. For each training session, the managed person prepares the necessary documents for students to refer to and self-study based on the training plan and training content before conducting the training. This is research to firmly grasp the course content, some of the content is specialized and requires careful study to apply the correct procedures, regulations and instructions.

Evaluate Results and Ensure the Quality of Pedagogical Training for Lecturers

Correct implementation of management content means corrects implementation of educational management functions. This content reflects the audit function of management. To control the quality of teachers' education and training activities, inspection and supervision activities require establishing a control mechanism, creating conditions to ensure quality, and detecting shortcomings, advantages and disadvantages scores and evaluating, adjusting, and correcting the results that must be maintained. Handle the training process and thereby realize management goals. The quality of teacher training activities is the synthesis of the quality of all stages, steps and elements that make up the training process. Controlling the quality of training activities is controlling the results of learners and learners' activities. The quality of these activities is clearly shown from the planning stage, organizing training activities, managing training forms and methods to the results of training activities. At the same time, controlling the quality of training activities means controlling the conditions to ensure the quality of the training process. That is the quality control mechanism, quality assessment criteria, goals, content, programs, and training facilities to ensure high-quality training activities.

The results of training activities for lecturers are first evaluated based on the effectiveness of the training process. This means that this training provided the instructor with the necessary knowledge and skills according to the intended program and training objectives set by the facility. The results of this training will have a positive impact on the development of teacher quality, leadership, and staff capacity in educational institutions. At the same time, the results of teachers' training activities are evaluated based on the external impact of the training process. The level of teacher effectiveness in actual teaching activities is caused by training. External values directly affect the effectiveness of teachers' teaching activities. Managing the results of lecturer training activities includes managing the internal and external effectiveness of the training process and the operation of the factors that create this effectiveness. The most important challenge in managing the results of educational and training activities for lecturers is to develop standards and criteria to accurately assess the level of improvement of lecturers' teaching skills. Evaluate training effectiveness in developing lecturers' pedagogical capacity during the training process and after training. Managers need to manage trainer training results throughout the entire process of implementing training activities.

5. Conclusion

The above contents on pedagogical lecturer training management will contribute to improving the teaching effectiveness of lecturers and the quality of teaching activities. When managing teacher training activities in the context of modern society and educational innovation, educational institutions must closely monitor their development based on goals. The purpose of pedagogical training for instructors is to identify and select appropriate training content, ensure training effectiveness, and meet pedagogical innovation requirements to implement training according to that content. Develop the teaching capacity of lecturers to meet innovation needs.

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