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Innovating University Teaching Methods in Vietnam Meets Digital Transformation Requirements

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Abstract

In the context of strong socio-economic changes, requirements for trained human resources are also changing rapidly, traditional teaching methods are increasingly revealing many shortcomings. The strong development of the digital transformation period poses challenges for the education system in general and universities in particular need to proactively build a vision, innovate strategies to change teaching methods and methods. Teaching methods... to train quality human resources that not only meet the requirements of the labor market but also contribute to

leading society.

Therefore, the goal of the article is to improve the ability to innovate teaching methods at universities in Vietnam. The research was conducted with a qualitative method by studying the current status of teaching methods at a number of universities in the most recent period. Based on the research results, the article offers some suggested solutions to innovate university teaching methods in Vietnam in the coming time.

Keywords: Lecturer, Digital Transformation, Teaching, Scientific Research

1. Introduction

Vietnam is one of the countries that actively and proactively integrates into the world because it clearly sees the objectivity of this process in human development. To have "global citizens" capable of competing in the world human resource market, it is necessary to innovate higher education in a way that both retains the unique features of domestic higher education and is more modern. Approaching common standards of world higher education. For education to be effective and for students to access the most useful sources of knowledge, the role of teaching methods is very important. A good method will lead to more success and benefits in the process of improving the quality of teaching, students will have the opportunity to develop their inherent potential and thinking. Thus, Vietnam's internal development needs require university education to have a strong "transformation".

Besides, the need to change higher education also comes from the strong development of the digital transformation period. During a period when professional knowledge becomes outdated very quickly, new knowledge and scientific information will be created at an exponential rate and can be stored in very compact means. In the "digitalized" environment, higher education will be drastically changed from philosophy, educational goals to the role of the teacher, from teaching methods to the "center" position of the learner...

Currently, the competition between countries is essentially a competition in human resources and science and technology. This is a competition in the quality of human resources, the decisive factor for development opportunities. Therefore, innovating university teaching methods is a global trend and Vietnam cannot be out of that trend.

2. Theoretical basis for innovating teaching methods

▪ Teaching methods

There are many different approaches to the concept of teaching methods:

According to Robert and colleagues (2013) [4], "teaching method is a system of purposeful actions of teachers to organize students' cognitive and practical activities, ensuring students' comprehension of learning content." question".

According to J. Piagert (1999) [1], "teaching method is the way of interaction between teachers and students to solve the tasks of upbringing, education and development in the teaching process".

Teaching method according to Phan Trong Ngo (2015) ^[2] "is a way of interacting between teachers and students to achieve teaching goals. This activity is expressed in the use of cognitive resources, logical tricks, independent forms of activity of the learner and the teacher's way of controlling the cognitive process.

▪ Innovate teaching methods

Innovating teaching methods is an activity of changing old methods that are no longer suitable or not as effective as desired, replacing them with a newer teaching method to suit current trends. The education industry will have newer developments in the future.

Innovating teaching methods with the main task of allowing students to access new environments and conditions to improve their thinking and creative abilities. In addition, changing the method from content-focused education to student-centered education will increase efficiency in the future. Students can change their thinking and awareness with new things, especially becoming subjects of educational innovation.

3. Research methods

The article uses qualitative research methods including two basic methods: Data collection, synthesis and analysis and evaluation. Based on the synthesis of data related to teaching methods at some universities in Vietnam, the article offers some solutions to innovate this method in the coming time.

4. Current status of university teaching in Vietnam to meet the needs of digital transformation

Innovating educational methods is always one of the important factors contributing to changing and improving the quality of teaching today. Vietnam is still increasingly changing the way of learning as well as the way of accessing knowledge to students through the application of information technology more in the teaching process, but it is not really uniform, meeting the requirements. Conditions for innovating teaching methods are still quite limited.

Through research and survey results at some universities in Vietnam, it can be seen:

1. Lecturers have made positive efforts in the process of preparing lessons for class, but it is not uniform because there are still a few lecturers in class who think that the knowledge is already "in their heads".
2. Most lecturers are clearly aware of the importance of correctly determining the objectives of the lecture and the subject program. However, determining goals to achieve the criteria of a good goal, an open goal (soft skills education) to help students adapt to society early is not an easy job. Suggesting measures to overcome limitations in determining the lesson objectives of the teacher are positive manifestations of the teacher's teaching in the stage of preparing for his class. However, this phenomenon is not widely studied among lecturers.
3. There is a contradiction between perception and practice in determining teaching content as follows: Due to the large amount of knowledge and limited time, especially some schools converted to credit-based teaching. Only, in the process of building the program, the amount of knowledge remains the same but the amount of time is shorter than teaching according to the yearly system... Therefore, determining basic and key

knowledge faces many difficulties, no time to prioritize updating and expanding new knowledge, little time to invest in training skills and techniques, so it is difficult to determine the content you must know, can know and should know.

4. Many teaching methods are applied by lecturers in the subject such as presentation method and question and answer method. Most notable is the appearance of organizational methods for learners to self-test and evaluate, which only accounts for a small percentage and the "phase difference" between the teacher's teaching method and the student's learning method.
5. In terms of teaching facilities, lecturers only reach an average positive level, even at a low level. Initially, lecturers prioritized modern teaching techniques over traditional teaching aids, but the level was not high. In fact, although lecturers make efforts to access modern teaching aids, they only stop at the purpose of illustrating and testing knowledge in lectures or illustrating words. Of lecturers.

5. Some solutions to innovate university teaching methods in Vietnam to meet the needs of digital transformation

In the digital age, lecturers need to innovate teaching methods to apply the achievements of science and technology in order to maximize students' positivity, initiative, and creativity. Individualize teaching content, create learning excitement for students, thereby increasing autonomy for lecturers and students in the teaching process. The innovation of teaching methods at universities focuses on the following contents:

First, active teaching methods

Active teaching is a teaching method that prioritizes student initiative, positivity and creativity. In this method, students are encouraged to self-manage their learning process, explore and discover knowledge independently. Instead of simply imparting information, instructors motivate students to learn through research, discussion, and practice. This method is a premise for students' creativity, at which point they can propose solutions to problems, create creative products and express their ideas through many means.

Second, group teaching method

Group learning method is one of the modern university teaching methods that organizes students into small groups so that students actively participate in the learning process through discussion, exchange of ideas and solutions. Solve learning problems.

This is a teaching method often used to encourage social interaction, develop teamwork skills and help students build knowledge more actively. Students in the group must manage their own time and develop plans to ensure progress and complete work as required. In this method, the lecturer often plays the role of supporter and guide, rather than the main imparter of knowledge.

Third, conversation method

Dialogue method is a teaching method that focuses on creating an environment for discussion and exchange through conversations between lecturers - students or between students. This is a popular and effective teaching method to encourage interaction, exchange of ideas and create initiative in the learning process. The conversational method often directs students to think more deeply about learning issues and topics. Through discussion and analysis,

students will understand the content more deeply.

Fourth, teaching methods solve problems

Among university teaching methods, problem-solving teaching is a rarely implemented method. According to this method, lecturers will often pose a learning problem or create a problematic situation, then guide students to actively learn, research and solve that problem.

Usually, problem-solving teaching will require students to work in groups, discuss together, share ideas, and cooperate to solve problems. Thereby, students will learn from each other many new and diverse experiences.

Fifth, project teaching method

Project-based teaching methods often put students in specific real-life situations and require students to apply knowledge to solve problems. From there, it connects knowledge with reality and makes students find the knowledge they have acquired more meaningful.

When studying on projects, students must integrate knowledge from many different fields to solve problems in the project. This encourages students to find connections between subjects and develop knowledge connection skills.

Sixth, strengthen the organization of Xemina

Xemina is a basic form of teaching at university, in which students discuss scientific issues they have learned on their own, under the guidance of instructors who are very knowledgeable in that field. Xemina helps students develop their independence, creative thinking, and how to think like scientists. Seminars are considered "creative laboratories" and "incubators for young scientists". Therefore, organizing seminars into "development discussions" is an innovative direction in university teaching.

Seventh, complete the work of testing and evaluating student capacity

Some aspects and methods to improve testing and assessment of student capacity:

- Use a variety of assessment tools such as tests, presentations, essays, projects, discussions and real-life situations.
- Distribute tests and assessments throughout the course to ensure continuous student engagement.
- Encourage students to participate in the self-assessment process.
- Use both formative and summative assessments to measure individual development.
- Use technology tools to help automate assessment and track student progress.

Eighth, focus on teaching and orienting students to the right career.

Improving university teaching methods requires flexibility to meet the diverse needs of students in an independent learning environment. In particular, focusing on teaching and orienting students to the right career can be done through the following solutions:

- Consider adjusting the curriculum to meet the needs of students and the needs of the labor market.
- Strengthen personal academic consulting services to help students determine the right career direction and choose appropriate courses.
- Training and developing soft skills such as communication, leadership, teamwork and problem-solving skills.

Ninth, the lecturer's teaching method must be consistent with the student's scientific research method

Teaching and learning methods at universities should be

consistent with students' scientific research methods. This is to build a quality learning environment, encouraging the development of students' knowledge and research skills:

- Students should be exposed to real-life situations and research practice from the early stages of the course.
- An important part of scientific research is the ability to identify and pose problems that need to be solved. Students should be encouraged to develop this skill through participation in discussions, essay writing and independent research.
- Instructors should ensure that students are trained to analyze data, test hypotheses, and develop critical thinking.
- Encourage students to engage in independent research or participate in research projects with faculty.

Tenth, practice soft skills for students

During the teaching process, in addition to designing goals of knowledge, skills, and attitudes, instructors must design basic soft skills such as adaptive skills and skills to express emotions professionally, teamwork skills, leadership skills, lifelong learning skills, searching and managing information, critical thinking and solving skills.

6. Conclusion

Vietnam is facing new opportunities but also faces many difficulties and challenges. Therefore, innovating teaching methods at universities is a necessity today to improve the quality of education, contributing to the country's renovation and training future human resources. From there, teaching activities will be approached in a more dynamic way to develop students' abilities, apply knowledge and skills more in practice, which is extremely important in developing social capacity. Student association.

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