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Developing Vietnamese Language Teaching Competence for Pre-Service Elementary Education Students at Tan Trao University

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Abstract

Educational Development towards Competency-Based Learning is a common trend in many advanced educational systems worldwide, aiming to bridge the gap between university education and labor market demands. Currently, the innovation and enhancement of educational quality across all levels, particularly at the university level, play a crucial role. Recognizing the significant advantages of competency-based teaching approaches, the article 'Developing Teaching Competence in Vietnamese Language for Pre-Service Elementary Education Students at Tan Trao

University' focuses on elucidating theoretical concepts related to teaching competence and the role of the Vietnamese language in elementary education. It highlights the current status of teaching competence among pre-service elementary education students at Tan Trao University. Subsequently, it proposes measures to develop teaching competence among students, contributing to the overall improvement of teaching and learning quality within the institution.

Keywords: Education, Capacity Development, Vietnamese, Primary School

1. Introduction

In the modern society, the education systems of various nations share a common trend towards fostering actionable competencies for learners, as articulated by UNESCO's four pillars summarizing 50 years of global education: "learning to know," "learning to do," "learning to live together," and "learning to be." However, it is not inherently natural for learners to achieve these outcomes unless due emphasis is placed on the decisive role of the teaching staff in ensuring the quality and effectiveness of education in each institution and nation. In both general educational institutions and specifically in pedagogical departments of universities, the task of cultivating, enhancing, and developing teaching competencies for students (hereafter referred to as SV) holds paramount importance. This task decisively influences the quality of each pedagogical student and the educational standard of the institution. These competencies encompass not only the fundamental skills of future educators but also provide a foundation for ongoing improvement, refinement, and elevation of teaching abilities and pedagogical competencies for the individual teacher.

Vietnamese language holds a pivotal position in the primary school curriculum. It serves both as a tool for equipping learners with linguistic abilities to engage with other subjects and as a subject that imparts scientific knowledge about the Vietnamese language and digital skills. Therefore, presenting and proposing measures to develop teaching competencies in Vietnamese language for students majoring in primary education is highly necessary and aligns with practical requirements.

2. Content

2.1 Teaching Competence

2.1.1 Concept of Teaching Competence

Teaching competence (TC) encompasses the seamlessly integrated knowledge, skills, and attitudes necessary to perform specific teaching tasks and duties according to established standards, under specific conditions. If pedagogical competence is considered the projection of pedagogical activities, teaching competence can similarly be regarded as the projection of teaching activities.

2.1.2 Teaching Vietnamese Language with a Competency Development Orientation

Teaching and learning in primary schools contribute to the formation and development of core competencies in students, while the 2018 primary education curriculum also identifies and nurtures students' special abilities. Competence is defined in the 2018 primary education curriculum as a personal attribute formed and developed through inherent qualities and the learning process, allowing individuals to mobilize a synthesis of knowledge, skills, and other personal attributes such as interest, belief, and willpower to successfully carry out specific activities and achieve desired results under specific conditions. Competence includes two types: Core competence (fundamental competence necessary for effective living, learning, and working) and special competence (talents in intelligence, arts, sports, and life skills).

Teaching with a competency development orientation goes beyond the goal of helping students grasp a knowledge system to also focus on enabling students to apply and integrate their acquired knowledge and understanding into practice, connections, and real-life situations. The ultimate goal of competency-based teaching is to equip students with the ability to live well, work effectively, and meet the development demands of modern society. This teaching approach requires teachers to clearly define the purpose and benefits of teaching for learners, ensuring that the knowledge imparted can be applied in various life situations. From the perspective of traditional teaching, teaching Vietnamese language focuses on guiding students to recognize, analyze, and classify linguistic units, without fully emphasizing the competence to use these linguistic units or connecting Vietnamese language knowledge with students' language usage abilities. Teaching Vietnamese language with a competency development orientation emphasizes creating genuine language usage competencies. Competency-based teaching in Vietnamese language education occurs after students have grasped knowledge about linguistic units, enabling them to use these units in communication activities. Teaching Vietnamese language with a competency development orientation should ensure the following conditions:

- Ensure the goal of developing communication competencies for students.
- Simplify the process of identifying, classifying, and analyzing linguistic units by reducing the number of exercises for identifying, classifying, and analyzing linguistic units.
- Optimize the process of using linguistic units by increasing the number of exercises guiding students in using linguistic units.

2.1.3 Teaching Competence of Primary School Teachers

To meet the requirements of becoming primary school teachers, students majoring in primary education need to develop the following competencies for the Vietnamese language subject:

- Competence in grasping Vietnamese language knowledge
- Understanding students' psychology
- Planning teaching activities
- Organizing teaching activities
- Evaluating students' learning outcomes.

2.2 Role of Vietnamese Language Subject in Primary Schools

Vietnamese language is one of the most important and essential subjects in primary education. In addition to learning Mathematics to develop logical thinking, learning Vietnamese language helps students develop language thinking. Through Vietnamese language, students learn how to communicate, express their thoughts, and emotions accurately and expressively. In primary education, the importance of Vietnamese language is clearly demonstrated in two stages: Stage 1: Grades 1, 2, 3; Stage 2: Grades 4, 5. Primary education is a fundamental stage of education, and the curriculum is designed around main strands corresponding to reading, writing, speaking, and listening. Vietnamese language knowledge and literature are integrated into the teaching process of reading, writing, speaking, and listening. Materials are selected and arranged to suit the students' reception abilities at each level. The goal of this stage is to help students use Vietnamese language proficiently for effective communication in life and in learning other subjects and other educational activities; to develop literary competencies, an expression of aesthetic competence, while nurturing thoughts and emotions for students' spiritual and personality development.

2.3 Current Status of Teaching Competence in Vietnamese Language Subject among Students Majoring in Primary Education at Tan Trao University

Identifying the current status of teaching competence among students majoring in primary education at Tan Trao University is crucial for proposing appropriate measures tailored to the target group and aligned with their teaching competence.

To understand the current status, we conducted a survey with two groups: Lecturers (10 lecturers) and primary school teachers (40 teachers). The results obtained are presented in Table 1.

To investigate the current situation, we conducted a survey on two groups: Lecturers (10 lecturers) and secondary school teachers (40 teachers). The results are presented in Table 1.

Table 1: Evaluation by lecturers, primary school teachers on the teaching competency of students majoring in Elementary Education

Teaching proficiency	Lecture's assessment		Teacher's assessment	
	quantity	%	quantity	%
1. Despite possessing knowledge, teaching proficiency remains limited.	0	0	4	10,0
2. Initial teaching proficiency is present, yet not yet mastered.	2	20,0	5	12,5
3. Teaching proficiency is established, albeit with reluctance in conducting teaching practice during class hours.	4	40,0	12	30,0
4. Proficient in knowledge and skills related to the teaching competency areas that need improvement and express the need for practice and teaching exercises during class hours.	3	30,0	11	27,5
5. Possessing knowledge and skills in the teaching competency areas that need improvement, expressing the need for practice and teaching exercises during class hours, and desiring to attract others to participate in enhancing teaching proficiency through training.	1	10,0	8	20,0

Based on the findings presented in Table 1, we observed that lecturers assessed students' teaching proficiency across four dimensions as follows: 40.0% (4 out of 10) of lecturers indicated that students possess teaching proficiency but are hesitant to engage in teaching practice during class hours; 30.0% (3 out of 10) acknowledged students' mastery of knowledge and skills in teaching competency areas that require improvement and express a need for practice and teaching exercises during class hours; 20.0% (2 out of 10) noted that students demonstrate initial teaching proficiency but have not yet mastered it; and 10.0% (1 out of 10) recognized that students have knowledge and skills in teaching competency areas that need improvement, express a need for practice and teaching exercises during class hours, and desire to attract others to participate in enhancing teaching proficiency through training.

The evaluation results of teachers regarding students' teaching proficiency in the field of Primary Education at Tan Trao University encompass five dimensions. Out of 40 teachers, 10% (4 out of 40) believed that students only possess knowledge but lack teaching proficiency; 12.5% (5 out of 40) stated that students demonstrate initial teaching proficiency but have not yet mastered it; 30% (12 out of 40) mentioned that students have teaching proficiency but are reluctant to speak up and engage in teaching practice during class hours; 27.5% (11 out of 40) indicated that students grasp knowledge and teaching proficiency and express a need to speak up during class hours. Moreover, 20% (8 out of 40) of teachers recognized that students have knowledge and skills in teaching competency areas that need improvement, express a need for practice and teaching exercises during class hours, and aspire to attract others to participate in training to enhance teaching proficiency.

The results from Table 1 demonstrate that the teaching proficiency of students majoring in Primary Education at Tan Trao University is predominantly at the initial stage of proficiency but not yet mastered, and there is hesitance in speaking up during class hours. Several factors contribute to this situation: The majority of students at Tan Trao University are from ethnic minority backgrounds, showing little interest in social factors, being introverted, shy, and hesitant in communication and group activities, thus reluctant in teaching practice. Additionally, students lack a conducive environment for regular training and a high level of awareness of the need for training, leading to limited teaching proficiency among students majoring in Primary Education at Tan Trao University.

Observation results also echoed the aforementioned findings. During classroom observations, I noticed that the demonstration of teaching proficiency focused only on a few

actively participating students in practicing teaching skills, while a significant portion of students were not actively engaged, hesitant to speak up, and reluctant to participate in activities organized by the teacher. This necessitates teachers to regularly innovate teaching methods and ensure consistency, possess lesson design skills, design appropriate learning tasks, and organize activities to further attract students to actively engage in learning, helping them not only possess teaching proficiency but also have the desire to demonstrate their teaching proficiency in class and attract others to participate in practical training to enhance teaching proficiency.

2.4 Enhancing Vietnamese Teaching Proficiency Development Measures for Primary Education Students at Tan Trao University

2.4.1 Increasing Awareness for Lecturers and Students Regarding the Development of Vietnamese Teaching Proficiency in Primary Education.

- **For Lecturers:** Firstly, every lecturer teaching courses on teaching methods in general and Vietnamese language teaching in particular should enhance their sense of responsibility in teaching as well as raise the requirements for developing teaching proficiency in each course, for each class, and for each group of students. Only then can each lecturer dedicate their passion and responsibility to each lesson and teaching activity aimed at enhancing teaching proficiency for students.
- **For Students:** The significant change required from students is their attitude and self-motivated learning spirit. Not only in teaching method courses but also in other courses, students have not truly invested time, intellect, and effort into self-study and research. With limited class time, students need to cultivate a sense of self-directed learning, seriousness, proactivity, and creativity, while also equipping themselves with learning methods, seeking resources, and utilizing materials for lessons.

2.4.2 Designing and Organizing Vietnamese Language Teaching in Primary Education to Develop Proficiency.

- Establishing a process for designing and organizing lessons with content aimed at developing teaching proficiency for Primary Education students at Tan Trao University through Vietnamese language subjects involves the following steps:

Step 1: Determine the lesson objectives and teaching proficiency development objectives, as well as the specific teaching proficiency components to be developed in each

lesson, considering the current teaching proficiency level of Primary Education students.

Step 2: Identify the basic knowledge content of the lesson and the teaching proficiency development content to focus on. Based on the course content, we can concentrate on developing the following teaching proficiency groups for students.

Step 3: Select methods, measures, and forms to develop teaching proficiency through the lesson.

The methods, measures, and teaching techniques chosen must align with the lesson content and the teaching proficiency development content for students, such as role-playing, modeling exercises, organizing games, problem-solving teaching, group discussions, etc. The purpose is to provide students with opportunities to experience and develop teaching proficiency through collaboration with peers and instructors.

Step 4: Design activities within the lesson organization.

When designing lessons that integrate teaching proficiency development content, instructors should design activities to enhance teaching proficiency activities. For example, for lessons guiding teaching topics, reduce theoretical time and increase discussion and practical exercises to provide students with more opportunities to develop proficiency in teaching design, teaching implementation, assessment, and teaching management, ensuring smoothness, fluency, and maximum effectiveness.

Step 5: Design a toolkit to assess teaching proficiency development results for students.

How do students grasp the lesson content? What knowledge and skills have students accumulated and experienced? What knowledge and skills have not been accumulated or experienced by students and need to be supplemented? Instructors need to objectively and accurately assess the results to guide future educational activities.

- Organizing lessons with teaching proficiency development content for Primary Education students at Tan Trao University:

Step 1: Introduce the lesson objectives, content, and teaching proficiency development objectives for students through the Vietnamese language teaching method course for primary education students.

Step 2: Create a learning environment, train, and develop teaching proficiency groups for students through the use of teaching methods, techniques, and educational activities. Lessons must be conducted in a lively, engaging manner, creating a learning environment with friendly relationships to foster positive, self-motivated, and proactive learning, providing opportunities for students to experience, practice, and develop their teaching skills.

Step 3: Organize individual, group, and whole-class activities to align with the lesson objectives and teaching proficiency development objectives for Primary Education students. In each activity, the instructor should always adhere to the dual objectives of the lesson to adjust and control the activity process to develop teaching proficiency for students through the use of teaching methods and techniques, enabling students to experience, practice, and develop their skills within the class group.

Step 4: Reinforce the knowledge content, skills, and teaching proficiency groups that have been formed for students through practice and exercises. During the practical part of the lesson (in the second period), instructors will

have the most favorable conditions to enhance teaching proficiency for students. Therefore, students need to organize practical exercises, practice teaching skills during this lesson.

Step 5: Evaluate the knowledge content, skills, and teaching proficiency development content that has been formed for students. At each stage of the learning process, when reviewing the lesson, assessing how the lesson requirements are demonstrated, evaluating the behavior of students in completing tasks and learning requirements, instructors need to integrate with the assessment, evaluation of students' teaching proficiency achievements, strengths, and specific limitations, thereby encouraging students to actively participate in training activities, develop and improve their teaching proficiency skills.

2.4.3 Diversifying Teaching Methods, Teaching Techniques, and Necessary Pedagogical Skills in Teaching Vietnamese Language Proficiency Development for Students.

To provide students with multiple learning and teaching proficiency development opportunities during the learning process. Diversifying teaching methods is a pathway to cultivate teaching skills and proficiency, which also helps students to be more engaged and achieve higher academic performance.

The measures may include:

- Teaching proficiency development methods based on lesson content.
- Teaching proficiency development methods based on various teaching methods and techniques.

2.4.4 Strengthening the Application of Information Technology in Teaching Vietnamese Language Proficiency Development for Primary Education.

Assisting students in designing and conducting teaching through the application of information technology in lesson planning and teaching materials. Additionally, it serves as a useful information channel to provide timely information to students in all spaces and times about changes and adjustments in the learning process, solutions to difficulties, and sharing effective activity experiences to help students adjust their plans promptly, minimize mistakes, and obstacles that reduce the quality of learning.

Specific content includes:

- Designing and applying information technology tools in lesson plans and teaching for both lecturers and students.
- Using software in teaching, assessment, and teaching management.
- Establishing online interfaces between students and lecturers, students and students, creating class groups with email addresses for convenient communication and exchange.

2.4.5 Assessing the Vietnamese Language Teaching Proficiency of Students According to the New General Education Program.

The assessment of learning outcomes using a competency-based approach focuses on the ability to creatively apply knowledge in various application situations. In other words, competency-based assessment evaluates knowledge, skills, and attitudes in meaningful contexts. Evaluating student learning outcomes for subjects and educational activities throughout the learning process or at each learning stage is

primarily aimed at determining the level of achievement of teaching objectives regarding knowledge, skills, attitudes, and competencies.

The assessment of student learning outcomes using a competency-based approach focuses on the following directions:

1. Shifting from primarily evaluating the final learning outcomes of subjects, courses (summative assessment) for ranking and classification purposes to using regular assessment forms, periodic assessments after each topic, each chapter to provide feedback for adjusting the teaching process (formative assessment).
2. Shifting from primarily evaluating knowledge and skills to evaluating students' competencies. That is, shifting the focus of assessment mainly from memorization, understanding of knowledge, to assessing the ability to apply, solve practical problems, especially focusing on evaluating high-level thinking skills such as creative thinking.
3. Shifting from an almost independent assessment activity from the teaching process to integrating assessment into the teaching process, considering assessment as a teaching method.
4. Enhancing the use of information technology in assessment: Using software to evaluate the measurement properties of tools (reliability, difficulty, discrimination, validity) and using statistical models for analysis and interpretation of assessment results.

3. Conclusion

To meet the goal of developing students' qualities and competencies, helping students apply knowledge in the practice of modern education, teaching and learning Vietnamese language subjects with a focus on competency development for primary education students is essential. Teaching and learning with a focus on competency development for primary education students contribute to ensuring the quality of student outcomes and meeting the requirements of training primary school teachers for society.

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