

**CHẤT LƯỢNG ĐÀO TẠO CỦA CÁC TRƯỜNG ĐẠI HỌC SƯ PHẠM Ở VIỆT NAM TRONG BỐI CẢNH TOÀN CẦU HÓA – NHỮNG YÊU CẦU VÀ PHƯƠNG HƯỚNG ĐỔI MỚI**  
**THE QUALITY OF THE UNIVERSITIES OF EDUCATION IN VIETNAM IN THE CONTEXT OF GLOBALIZATION – REQUESTS AND INNOVATION ORIENTATIONS**

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**TÓM TẮT**

Thực tế đã chứng minh rằng: giáo dục luôn là bệ phóng cho sự phát triển của hiện tại và tương lai. Muốn giáo dục phát triển thì trước hết chúng ta phải đặc biệt chú trọng đến các trường Sư phạm – nơi đào tạo ra đội ngũ giáo viên về tất cả các lĩnh vực của đời sống xã hội. Nhưng vấn đề là phải làm sao nâng cao chất lượng đào tạo để nhanh chóng thích ứng với điều kiện, khả năng cũng như nhu cầu phát triển trong bối cảnh hội nhập quốc tế? Đó cũng chính là nội dung cơ bản mà người viết tập trung hướng đến

**Từ khóa:** giáo dục, toàn cầu hóa, Việt Nam, đổi mới.

**ABSTRACT**

In practice, education is a launch pad for development of the present and future. To develop education, we must pay attention more on the universities of education where teachers are trained for all aspects of social life. How to improve the quality of training of the universities of education in Vietnam today? This is the basic issue that I want to clarify in my article.

**Key words:** education, globalization, Vietnam, innovation

**1. The beginning**

In the current context, although the scientific and technological revolution has been developing rapidly, as well as in the industrialization and modernization of the country along the socialist orientation, teaching job does not lose its position in this development career of society as a "non-productive force" as some incorrect views. Conversely, education is a launch pad for the development of the present and future. Because each person who steps into the life of today and tomorrow must be educated in many aspects, adapting to modern technological and productive level, withdrawing the lessons from the past to successfully build the present and future. For this, they must be educated. Wanting to develop education, we must focus more on the universities of education where teachers are trained on over aspects of social life. What must we do to improve the quality of training of the universities of education in Vietnam today? I think that: first of all, we need to understand what are the requirements being settled for the universities of education in the current context? Since then, we will map out specific directions to meet those

requirements. These are also basic issues that I want to clarify in my article.

**2. Content**

To understand what are the requirements being settled for the universities of education in the current context, we must grasp opportunities and challenges for tertiary education in Vietnam today

**2.1. Opportunities and challenges for tertiary education in Vietnam today**

**2.1.1. Opportunities**

*The first, encouraging mutual recognition of qualifications and promoting the cooperation on tertiary education*

From nearly 30 years ago, with the initiatives and efforts of UNESCO, regional Conventions on the mutual recognition of academic results, degrees and certificates in higher education has in turn been signed: Convention for the Latin American and Caribbean region in 1973, Convention for the Arab region and the Mediterranean in 1978, Convention for the African region in 1981, Convention for Asia Pacific in 1983, Convention for European region in 1997. The common

content of above Conventions is that: the countries commit to create conditions to promote affiliates in each region, encouraging the activities of exchanging information and meeting for the university and the management bodies of higher education the country having a mutual understanding about the level of training and undergraduate degree. On that basis, the management bodies of higher education in different countries to recognize the degree and level of training of foreign countries to create good conditions for those who have them can continue to study or practice in the host country. In Asia-Pacific region, 35 countries had ratified the regional Convention of mutual recognition of qualifications and training. A committee including regional countries ratifying the Convention was established to promote the implementation of the Convention. Conferences, seminars, publications, website providing information have created a basis for mutual recognition of qualifications and training. Vietnam is one of the participants signed the agreement on mutual recognition of academic results, degrees and certificates of Asia Pacific in Bangkok in 1983. Series of international and national conferences, seminars on higher education in twenty-first century have also been held, including workshops in Hanoi in some recent years.

*The second, the preparatory activities for strategic development of higher education in 21st century.*

In this context, technological revolution, especially new information and communication technology have taken place strongly, knowledge-based economy has been formed. That situation has heralded strong and profound changes of society in general and in particular education worldwide. Many strategists believe that: in the XXI century, education will play basic role to enhance the development of human beings. In this context, UNESCO has organized activities to focus on the wisdom of humanity to think about an education for XXI century.

*The third, the birth of the Education Law 2005*

This is one of the most important ten events in 2005 as voted by many mass media of Vietnam. The concepts: teachers, lecturers and professors, their rights and responsibilities are stated clearly on the legal aspect, is an important basis for training activities, managing lecturers of universities and colleges in the country.

*The fourth, the compilation of document to introduce the higher education of education organizations in many countries around the world has been stepping up, including Vietnam.*

Along with international conventions, UNESCO and other regional higher education have organized the compilation of documents to introduce higher education system and qualification of all countries to create good conditions for understanding and recognizing the learning and qualifications of each other. By that way, universities and colleges have the opportunity to access international higher education environment to compare, recognize by themselves and evaluate by themselves, thereby boosting demand and take the advantage opportunities to learning, improving their knowledge, management skills and the training of lecturer.

*The fifth, the international organizations have become more interested in supporting for the renovation of university training methods*

Many universities and colleges in the country have responded or actively built cooperative relationships with international agencies, on this basis, they have received the support of finance, knowledge and teaching experience. These activities have created spreading effects, impacting to the concept of teaching and learning in the universities of Vietnam today, including the universities of education.

*2.1.2. The major challenges*

*The first, the challenges of competition in the integration of global education*

In the integration of education, the quality of education in developed countries (especially the European-American) has attracted many foreign students. The attractiveness of scholarships abroad is risking the brain drain of Vietnam in the future. With a team of experienced and qualified professors in higher education, the famous universities in foreign countries are superior competitors of the universities and colleges in Vietnam. So, if Vietnam does not inform the action mechanism and invest in enhancing the professionalism of lecturers, the aims of tertiary education will be difficult to attain.

*The second, the professional level and pedagogical knowledge of university lecturers are still limited. Moreover, their teaching is overload*

A common truth in the universities and colleges of Vietnam today is that: the university lecturers are often selected from students who are often studied well and kept for teaching. They are often trained master and doctoral level (domestic or foreign), then teaching and researching. Because of the lack of practical knowledge, meeting the demands of the courses and subjects is too heavy for them. Even they must teach subjects that they have never been trained. However, because of the lack of teacher, they must still teach.

*The third, the team of experts training for university lecturers*

Who will train university lecturers? The answer often found is that: professors, associate professors and leading experts. The fact that: the number of professors, associate professors and leading experts are not rare and in particular, they have contributed greatly to the development of science as well as the career of training lecturers, but they have been distributed unevenly among fields. Although they work hard, they still could not meet the urgent needs of training young lecturers today.

*The fourth, passive psychology, limited*

*foreign language and computer level of lecturers*

This is one of the major challenges in the process of training the lecturers of university and college in general. Many people of them are actually responsible for most of the work of the departments and universities on teaching and researching. In the past, they were not fully equipped with foreign language skills such as: listening, speaking, reading, writing ... enough for professional activities. Besides, they are in too much work, not enough time and mind for learning foreign languages and computer science (which was more difficult at this age). So, teaching without computer, refusing renewal of teaching methods...as a consequence.

## **2.2. Some requirements for the education quality of the universities of education today**

### *2.2.1. The concept of education quality*

Today, there are many different views of education quality on the world. Many different evaluation criteria on education quality have been given. American educators suppose that: education quality is to meet the learning needs of students. The Canadian educators suppose that: measuring the quality of education exactly is the ability of devoting to society of learners. UNESCO said that: education quality is expected learning results accordance with the requirements of learners, with the social community. Although there are many different definitions or expressing, but all have one common point: the quality of education was assessed by the learning results of learners.

- The ultimate goal of education is to develop the capacity, quality of learner and create high qualified human resources to inherit, improve and develop that society. If we regard the quality as a result of activities achieved in comparison to the objectives, they can say that: the quality of tertiary education are the benefits and value that the studying results provide for individuals and society in the short and long term according to ultimate goal of education.

- Having many excellent students will

contribute to building up a qualified course. Many high qualified courses of many departments in a university will create the quality of university training. To having many high qualified students, universities should have a system of quality assurance conditions. One of the most important assurance conditions is the teaching quality of lecturers.

#### *2.2.2. Some requirements for the quality of students in the universities of education.*

The students in the universities of education often learn to teach. To teach well, students need to grasp the specialized scientific knowledge and the system of basic pedagogical skills to know how to organize educational activities for pupils and select optimal methods for teaching each lesson. From then, pupils know how to occupy themselves knowledge, basic skills, learning methods through the teaching each session of all subject. Therefore, students must grasp variety of learning methods flexibly to constantly improve their professional skills in the future, to be able to adapt to the changes of living and working environment. Only when students have the goals of active learning activities, self-defined goal: learning to know, to do, to assert their position, to quickly adapt and integrate with the new environment, they can create more opportunities for themselves to find suitable employment, to be able to study, train themselves to achieve in their career.

In each course, universities may choose the talent students to have special training regime. They are important resources to train researchers and lecturer in universities and colleges. Thus, the quality of training of a university or college is evaluated by:

- The capabilities and qualities that each student achieved after a process of training and their capacity to adapt to the conditions and requirements of teaching and education in the universities under the requirements of renovation.

- The self-study capability to

continuously improve their professional level and pedagogical skills of each individual.

- The number and quality of graduated students could meet the requirements of teaching in schools, colleges and universities.

- The quality of quality assurance conditions of teaching and researching activities.

#### **2.2.3. Requirements for the lecturers in the universities of education**

*The universities of education are vocational universities; therefore, the basic science and educational science coexist. So, first of all, the lecturers in the universities of education must be basic scientists. However, lecturers in these universities only with basic science, not having pedagogical science, can't implement the training goals. In reality, many lecturers only attend to cultivate the basic knowledge to ensure the contents of sessions, programs of subjects, not thinking how to help students become good teacher in high school. Therefore, the fostering of lecturers in basic science faculties pedagogical skills is very important, needs to be attended appropriately, especially for young lecturers, as well as raising the level of basic science for these lecturers is necessary.*

#### **2.3. Innovation orientation about teaching and learning methods in the universities and faculties of education to improve the quality of teaching training**

Overall concept of this orientation is to contribute to improve the quality and efficiency of teaching, to promote creative thinking and problem-solving capabilities of students, to help them foster how to learn, how to do, how to live. Summary of the direction is that:

##### *2.3.1. Promoting highly the internal strength of learners*

Basic content of this approach are: To promote highly the potentially physical and spiritual strength of students with the more or less support of teachers and friends, basing on the combination of Vietnam's educational

tradition, experience and power with the spirit and power of education of mankind to be able to become dynamic, creative people, to confidence in themselves, having high resistance, knowing how to confirm themselves, having the will and capacity of studying themselves for all lifetime on three aspects: physical, moral and intellectual.

The most common measures for the implementation of this approach is to implement a flexible mechanism for training following the credits, modules, is the transition from teacher-centered teaching to student-centered teaching, is the transference from authority education to cooperative education, is to train students how to study in teams with high efficiency, learning in high concentration to be able to adapt to the volatile environment at present, to can meet the high demands of knowledge workers in the knowledge economy and to meet all demands of combining learning, working and entertaining.

*2.3.2. Strengthen the professional capacity of students to train them according to a new concept: the concept of active job*

Basic content of this direction is to make students truly master of their professional occupation. They not only have the knowledge, professional skills but also have the capability of changing occupations.

Today, teachers are moving from the role of "decision" to key role and moving from the presentation of available knowledge mainly to the organization of cognitive processes for students, encouraging student self-study, guiding them in finding their own knowledge. Now, the teacher is not only a designer but also constructor aiming to help students learn how to "self-training, study methods, study attitude." The core of today's teaching is to teach critical knowledge, teaching how to self-learn, how to creative think, how to behave. So, we must pay attention to strengthen professional capacity for teachers under the new concept mentioned above.

*2.3.3. Enhancing the scientific research of lecturers and practicing research ability of students*

Basic content of this approach is:

- We must consider that: enhancing the activities of scientific research of students is an important content of training to promote imagination and creativity of them.

- To promote the scientific research of lecturers to help them improve knowledge, creating new knowledge. From then, they will have a better teaching ability, especially the ability of guiding the research activity of students. Achieving this approach well, not only make the quality and effectiveness of teaching in universities increase, but also help the university promote social economy forward.

*2.3.4. More closely linking teaching and learning in the faculties and universities of education with life, with the market, with education practice*

Basic content of this direction is to make teaching and learning in the universities of education more closely associated with the requirements of the country and era, with the industrialization and modernization of the country, with education practice to contribute more effectively to "promoting the intellectual resources and spirit strength of Vietnamese people. Putting Vietnam to basically become an modern industrialized country and developing a "learning society" (according to: *IX Congress documents of the Communist Party of Vietnam*) to contribute to solving an extremely complex problem of the nation is how can escape poverty and backwardness, catch up with advanced countries. This orientation should be thorough in the entire education system, in the purpose, content and methods of teaching and learning in universities in general, in the universities of education in particular.

*2.3.5. Enhancing the use of training technology in the process of teaching and learning in universities in general and in the universities of*

*education in particular*

Basic content of this approach is:

- Using effective means of advanced techniques in teaching and learning process, especially the means of information technologies.

- Organizing a scientific process of teaching and learning in training technology, particularly follow certain procedures in order to achieve the highest efficiency of teaching and learning.

### 2.3.6. *Renewing the assessment basically and comprehensively*

Basic content of this direction is to change fundamentally and comprehensively from goals, contents, methods and means to the process of evaluating and testing under the following basic directions.

- To orient, promote learning, not too heavy on the current classification

- To promote self-examination and self-assessment of learners.

- To ensure the highest democracy and objectivity of the inspection and assessment on the basis of "scientific assessment".

### 2.3.7. *Promoting the exchange and cooperation*

### *with the universities of education in the region and on over the world*

In the context of globalization today, all spheres of social life, including the education sector, need to accelerate the integration of world and region. The universities of education in Vietnam should step up exchanges and cooperation with the universities in Asia and the world. There is such a new push to modernize the education system of Vietnam and help the universities of education in Vietnam attain the standards of the region and the world.

### 3. Conclusion

Above are some requirements and directions set out to contribute to improving the quality of training at the University of Education in Vietnam in the current context. The above directions are closely related and mutually support each other. If we apply the integrated directions creatively on the practice of teaching and learning of the faculties and the universities of Education today, we can contribute significantly to improve the quality and effectiveness of training teachers. Thereby, it will contribute to the steady developing of Vietnam education and help Vietnam education gradually catch up to the universities in the region and the world.

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