



Innovating Teaching Methods at the University Level: Necessity and Problems Issues for Higher Education

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Abstract: Education reform is getting the attention of the whole society. Innovating teaching methods in educational innovation towards modernity; promoting positivity, initiative, creativity, and knowledge application; focusing on teaching how to learn, and how to think, encouraging self-study, and creating a basis for learners to update and renew knowledge, skills, and capacity development. Higher education has achieved many achievements during more than 35 years of innovation, but there are also limitations and shortcomings. Therefore, innovating university teaching methods is one of the essential tasks to contribute to the achievement of the country's development and international integration goals. This study focuses on analyzing the current state of university-level teaching innovation; thereby recommending solutions to innovate university-level teaching to achieve good results in the future.

Keywords: Renovating teaching methods, university level, necessity and problems, higher education.

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INTRODUCTION

Teaching innovation is a combination of diverse teaching methods and forms in the entire teaching process; is the overcoming of limitations of traditional teaching methods, at the same time using active teaching methods and combining the use of modern teaching aids and equipment to achieve the stated teaching goals suggest. The active teaching method is to promote the positivity, initiative, and creativity of learners, take the learner as the center and help learners continue to self-study, supplement, expand and improve knowledge and practice. thinking methods, the ability to apply to solve practical situations. Strengthening the innovation of teaching methods is the regular application of effective teaching methods to improve the quality of teaching at the university level.

The innovation of teaching methods at universities in the current educational reform context is very important and necessary. Resolution No. 29-NQ/TW dated November 4, 2013, of the 8th Conference of the Central Committee of the 11th term on a fundamental and comprehensive renovation of education and training to meet the requirements of industrialization, currently, modernization in the context of a socialist-oriented market economy and international integration has determined: "Innovating forms and methods of examination, testing, and evaluation of educational results in the direction of assessing the capacity of students. learner" [1].

In the spirit of Resolution 29 mentioned above, it has created a premise, basis, and favorable legal environment for educational innovation at all levels, synchronously renovating teaching methods oriented towards learner capacity [1]. From being

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interested in what students learn to care about what learners can apply through learning. To ensure that, it is imperative to successfully carry out the transition from teaching methods in the style of "one-way transmission" to teaching how to learn, how to apply knowledge, practice skills, and develop competencies. Quality [2]. Therefore, the innovation of teaching methods in the direction of capacity development is a matter of great importance and is necessary for the requirements of educational innovation from the perspective of Psychology - Education in Vietnam. universities in the current period of integration and development.

Resolution No. 32-NQ/TW of the Politburo set out tasks and solutions to continue innovating and improving the quality of training and fostering political theory for leaders and managers. "Innovate training contents, programs, and methods suitable to each type of cadre title" [3]. Therefore, innovating teaching methods is an urgent task for each lecturer to meet the requirements of training and fostering cadres for the province [4].

The active teaching methods that are often applied by lecturers at universities in teaching today are The method of putting ideas on the board; the case method; the question-answer method; methods of working groups; the screening method; the quick interview method; the method of consulting experts, etc. The application of active teaching methods by the teaching staff of the university contributes to improving the quality of lectures, initially creating excitement for learners [5, 6]. However, active teaching methods have not been applied regularly; some part of young lecturers or those who have not yet used information technology fluently are still afraid to apply [7]; or the lecturer is not flexible, not suitable for the audience, and the content of the lecture, etc.

RESEARCH RESULTS AND DISCUSSION

What is the concept of innovative teaching methods?

Innovating teaching methods is changing and improving teaching methods that still have many shortcomings and are not suitable for the new era and era. The innovation here is a change from the way of seeing, exploiting, and imparting knowledge [7, 8].

At the same time, it is also a change in the relationship between teachers and students. How students listen and give feedback.

The innovation of teaching methods aims to create a better environment for both teachers and students so that teachers can teach and maximize their capacity [9]. Along with that, students will also

be given the opportunity to develop in the best and most comprehensive way.

The current state of innovation in teaching methods

Innovating teaching methods today is one of the important factors to improve the quality of education and training [7, 10]. Currently, innovation needs to have conditions such as teachers need to be trained firmly, and must actively grasp teaching methods that are easy to understand and convey the right ideas [4].

The current traditional teaching method seems to be old and familiar, so it is difficult to change it immediately. In order to innovate teaching methods, it is necessary to master information technology and modern teaching methods so that you can use a variety of teaching methods. In order to test and evaluate [11], approach the requirements of knowledge, skills as well as the psychology of students when teaching [12].

With this new teaching method, but with limited knowledge of information technology and incompetent use of equipment in teaching, it will be difficult for our teachers to access new teaching methods. Modern.

Current advantages:

Almost all schools now have computer equipment and screens for each classroom [8, 10]. Therefore, the use of electronic lectures to change teaching methods is very effective.

In addition, a number of schools have popularized informatics, instructions to make an electronic lesson plan should use the equipment for teaching tools that are best prepared in the teaching process [13].

Difficulties in innovating the current method:

Teaching needs to be diverse and apply practical applications smoothly with theory or learning forms to help students be creative and develop richer knowledge [8, 14].

Currently, students work individually or discuss in groups too few. Fixed tables and chairs are also difficult to move for group discussions

It is still limited and has not been used proficiently, so the teaching work has not been highly effective.

The need to innovate teaching methods

The teaching method is an important factor and greatly affects the quality of training. Effective teaching methods can create passion and interest in

both teachers and students. It is from that excitement that teachers as well as learners can maximize interactions and abilities to develop thinking in a better way.

However, it can be seen very clearly that teaching, as well as learning, has not changed in the past 35 years since 1975. The inherent teaching method in Vietnam still follows the method. Traditionally, it is a one-way interaction between teachers and students [15]. Teachers are the ones who teach and share knowledge, while students have the duty to listen.

The disadvantage of this method is that it limits the development of students' thinking and forms the default thinking that the teacher is always right [9, 16]. Therefore, the student's ability to ask questions and think critically is very poor.

Besides, the passiveness in absorbing knowledge is also a weakness of traditional teaching methods [15, 17]. Students are too dependent on the knowledge that teachers provide, so they often do not learn new sources of knowledge on their own. Because of that, understanding is also much more limited [18].

This passivity creates stagnation, is afraid to learn, afraid to express opinions, and lazy to think [5]. Therefore, a generation of students often has very poor presentation skills and a lack of creativity.

It is because of such inappropriate points that we need to innovate teaching methods to be scientific. In order to create a learning environment that facilitates comprehensive development for students, increases the ability to research independently, stimulates curiosity, and creativity, and expresses opinions confidently [19].

Teachers in an environment with new teaching methods will become friends, guide, and help students develop in the best way [19]. At the same time, they will also be the ones who accept each student's point of view and evaluate each person's own capacity so that each child can develop according to their capacity.

Some innovative content of teaching methods

Improving traditional teaching methods:

The innovation of teaching methods does not mean completely eliminating the old method, but it is necessary to overcome and improve the weaknesses to improve the effectiveness of teaching and learning.

Besides, it is also necessary to apply new methods to stimulate the thinking and creativity of

students. Practice sessions, critical sessions, etc [19, 20]. will be the place to create the best conditions for students' development.

Combining a variety of teaching methods:

There is no one-size-fits-all teaching method suitable for all teaching objectives and content. Each teaching method and form has its own advantages, disadvantages, and limitations. Therefore, the coordination of diverse teaching methods and forms in the entire teaching process is an important direction to promote positivity and improve teaching quality.

Whole-class teaching, group teaching, pair teaching, and individual teaching are social forms of teaching that need to be combined, each with its own functions [21]. The unique status of whole-class teaching and the overuse of presentation methods need to be overcome, especially through group work.

Applying teaching to solve problems:

Problem-solving teaching (teaching to raise problems, teaching to recognize and solve problems) is a teaching perspective aimed at developing and thinking capacity, the ability to recognize and solve problems. Learning is placed in a problem situation, that is a situation containing cognitive contradictions, through problem-solving, helping students to acquire knowledge, skills, and cognitive methods.

Problem-solving teaching is the basic way to promote students' positive cognition, which can be applied in many forms of teaching with different levels of students' self-reliance.

Applying case-based teaching:

Situational teaching is a teaching perspective in which teaching is organized according to a complex theme associated with real-life and professional situations. The learning process is organized in a learning environment that enables students to construct knowledge individually and in the social interaction of learning.

Applying action-oriented teaching:

Action-oriented teaching is a teaching perspective that aims to make mental and physical activities closely combine.

In the learning process, students perform learning tasks and complete action products, with a flexible combination of intellectual and manual activities. This is an active and holistic approach to teaching.

Applying action-oriented teaching has important implications for the implementation of educational principles that combine theory with practice, thinking, and action, school, and society.

Enhance teaching means and information technology to support teaching:

Teaching media play an important role in innovating teaching methods, in order to enhance visualization, experimentation, and practice in teaching. The use of teaching media should be consistent with the relationship between teaching media and teaching methods.

Multimedia and information technology are both teaching content and teaching means in modern teaching. Besides using multimedia as a means of performance, it is necessary to increase the use of teaching software as well as teaching methods using electronic networks (E-Learning) [21].

Suggest some solutions

In order to enhance the innovation of teaching in universities, meet the requirements of training and foster high-quality human resources for the country in the current period, universities need to focus on promoting innovation [8, 22, 23]. Teaching methods with the following solutions:

Firstly, the Rector Board of universities needs to strengthen the direction of specialized faculties to innovate teaching methods. Accordingly, the faculty leaders must propose specific measures and solutions for lecturers to regularly apply active teaching methods in teaching. This work must become a mandatory task and responsibility for the professional faculty leaders; is the standard to evaluate staff periodically. Specialized faculties need to submit to the board of directors a plan to perform this task in a specific way by academic year, by month, and with regular reports [14, 24]. The Board of Directors should examine and objectively evaluate the responsibilities of the heads and vice-presidents of specialized faculties for this work and can directly direct the promotion of innovation in teaching methods in each faculty; strengthen the strict management of lesson planning and teaching of teachers in class; regularly plan to organize lectures of lecturers, give comments, analyze and propose teaching methods suitable for each lecture.

Secondly, universities need to develop specific criteria to evaluate the quality of lecturers, in which the innovation of teaching methods is an important criterion. Specific criteria may be: The lecturer must have a firm grasp of the subject content; lecturers must master strategies, methods, and forms of teaching organization; teachers must have a plan for learning; instructors must be

knowledgeable about student assessment; instructors must be knowledgeable about programmatic and technology resources; lecturers must have a cooperative attitude with colleagues and students; lecturers must be able to analyze and reflect on teaching practice, etc [25]. Besides these criteria, the University needs to base on the Training Regulations and other rules and regulations to evaluate lecturers [6]. Each evaluation criterion needs to be determined by taking feedback sheets from students, and from comments by faculty leaders and from colleagues. Evaluation can be in the form of a secret ballot or reflection through professional meetings of the faculty [11].

Third, universities need to create conditions for lecturers to regularly participate in refresher courses on active teaching methods. Every year, the school needs to organize refresher courses to improve the pedagogical capacity of the teaching staff, for all subjects; which focus on selecting lecturers who have a lot of experience in innovating teaching methods to convey to university lecturers. In addition, universities need to make specific plans to assign lecturers, in turn, to learn experiences in applying active teaching methods at reputable educational and training institutions at home and abroad [25]. In order for this work to be effective, the University needs to have specific regulations such as: after studying, the experience of teaching methods must be disseminated to the professional faculty or to the teaching staff; write scientific articles about experiences and lessons when assigned to study teaching skills [23, 26]. These measures have the effect of helping teachers to always be aware of their responsibility in innovating teaching methods [27, 28].

Fourth, each teacher needs to raise awareness and actively develop a plan to innovate teaching methods in a positive direction. Innovating teaching methods in a positive way is taking steps to change the curriculum from accessing content to approaching students' capabilities. This means that, instead of teachers focusing on what students learn, they will care about what students will use through the learning process [25, 26]. To do this, teachers need to change their teaching methods from passive to active; promote the activeness, initiative, and creativity of learners, taking learners as the center [27, 28]. To achieve this goal, first of all, lecturers must regularly update the curriculum, innovate to suit each object, each time, and the teaching content must be applied in practice [26, 29, 30].

To use active teaching methods, lecturers need to regularly foster skills in designing lesson objectives and lecture content; skills in organizing and managing classroom activities [30]. Therefore,

teachers must be really capable, first of all, they must be able to use teaching equipment, and the lesson plan must be like a carefully prepared scenario. In addition, lecturers need to practice presentation skills, be informative and always take the initiative on time, be able to handle situations flexibly, and engage students.

CONCLUSION

In fact, when lecturers appropriately use active teaching methods with each student object and lecture content, the quality of teaching is recognized by student satisfaction. To do this, before teaching in class, teachers need to find out to make sure the student's characteristics because the students who are both learning and working are often uneven in age, education level, work experience, and often shyness to speak; That is a big obstacles when applying teaching with positive methods. If the lecturer has a firm grasp of the subjects and the work at the student's agency, there will be the right "strategies" to divide the study groups, as well as promote the strengths of each student. With the teaching motto "student-centered", "learning goes hand in hand", and "theory associated with practice", lecturers must make the most of the learners' experience to stimulate the students themselves. Proactively raise and handle the situation. To implement this motto, lecturers must innovate teaching methods in the direction of capacity development so that they can influence and change the way they work together between lecturers and students, in order to help students not only possess the knowledge system which are abstract concepts, categories, principles, and laws, but also forming and training students with creative practical skills and techniques to apply in practical activities.

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