



Innovating Teaching Methods to Improve The Quality of Human Resources: Necessity and Challenges

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Abstract: On current, with the strong development of science and technology and the trend of globalization, the training of high-quality human resources, and the ability to create and adapt quickly to the new working environment are conditions that exist in each nation. As one of the key components of the teaching and learning process, the method is a special activity and must always be changed to fit the practical, demanding requirements of age and suit. Employer requirements. These changes set for teachers as well as learners to always explore, and discover new teaching and learning methods that are appropriate, which is also one of the important bases to improve the quality of human resources on the current.

Keywords: Innovating, teaching methods, quality of human resources.

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INTRODUCTION

Resolution No. 29-NQ/TW, dated November 4, 2013 “On fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the context of a defined market economy. socialist direction and international integration” was approved by the 8th Central Conference (XI session) [1]. The guiding view of the Resolution is that Education and training are the top national policy and the cause of the Party, State, and the whole people [2, 3]. Investment in education is a development investment, given priority in socio-economic development programs and plans [3].

The fundamental and comprehensive renovation of education and training is the renewal of major, core, and urgent issues, from viewpoints and guiding ideas to objectives, contents, methods, mechanisms, policies, and conditions for performance assurance; innovate from the leadership of the Party, the management of the State

to the management of education-training institutions and the participation of families, communities, society, and learners themselves; innovation at all levels and disciplines [4].

In that connection, innovating teaching and learning methods is an indispensable requirement of lecturers and students [5]. Because, innovation for teachers is the improvement and improvement of the quality of teaching methods being used to improve the quality and effectiveness of teaching; is the addition and coordination of many teaching methods to overcome the limitations of the methods that have been used to achieve teaching goals; For learners, it is to change the methods that have been used and be used with a superior method, bringing higher learning efficiency, so as to not only acquire knowledge but also equip themselves with necessary soft skills, serving for learning, communication, behavior, and integration into the working environment later [6]. Therefore, innovating teaching and learning methods is defined

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in the Party and State documents that the Ministry of Education and Training is directing and deploying to meet the requirements of new educational goals and content.

Renovating teaching and learning methods at the university level is a critical and urgent issue, which is receiving the attention and concern of the whole society [7]. The innovation of teaching and learning methods places many requirements on the lecturers' teaching activities, the student's learning activities, and the university's training methods [7, 8]. The purpose of the innovation of teaching and learning methods is to promote the activeness of learners and train their thinking, self-study, and self-research abilities to immediately adapt to the social environment.

With that in mind, innovating teaching and learning methods at the university level is "student-centered" in the direction of promoting positivity in learners' awareness, and forming learners' self-efficacy. explore, discover, research, create, and master scientific knowledge with the organization and guidance of teachers; in order to achieve the set goals and tasks, contributing to the training of professional human resources for the country [7, 9, 10].

RESEARCH RESULTS AND DISCUSSION

The necessity of innovating teaching and learning methods at the university level

The Resolution of the 2nd Central Committee of the 8th term (December 1996) of the Central Committee of the Party affirmed [11]: "Strongly renovate the methods of education and training, overcome the one-way transmission, train to become successful. creative thinking habits of learners. Gradually apply advanced methods and modern means to the teaching process, ensuring conditions and time for self-study and self-study for students, especially university students. Rapidly develop the movement of self-study and self-training regularly and widely throughout the population, especially young people.

According to Circular 04/2016/TT-BGDĐT dated March 14, 2016, of the Ministry of Education and Training and guidance No. 1075/KTĐBCL-KĐĐH dated August 28, 2016, of the Department of Education Examination and Accreditation, the first standard requirements Outputs of the training majors are: meeting the capacity requirements achieved upon graduation in terms of knowledge, skills, and attitudes.

The current change in enrollment methods has forced universities to constantly change, improve the quality of human resource training, and

create prestige with society in order to attract learners. In other words, create a brand for your school.

In 2015, the ASEAN Economic Community (AEC) allowed skilled workers in some sectors of the member countries to move more freely in the region, increasing the competition for jobs very fierce [12, 13]. If our country's workers (especially students), in addition to learning the necessary professional knowledge, don't improve our life skills, it may be complex for us to find a suitable job right away in the "home yard" [12, 14].

Inadequacies in traditional teaching and learning methods

According to Fire [6], the traditional teaching method (the teaching-oriented method) is the "knowledge delivery system", which is the process of transferring information from the head of the teacher to the head of the student, and that loses takes the positivity and ability to develop the necessary soft skills for students [9, 15]. Today's reality of higher education in Vietnam is still happening, although its popularity is not as dense as many years ago [16, 17].

In the context that Vietnam is increasingly integrating deeply and widely with the world and the trend of internationalization has posed more challenges for Vietnamese education in general and higher education in particular in the race to meet the requirements of practice [17].

However, in the current Vietnamese higher education environment, although there are many changes (especially in terms of methods), those changes still take place cautiously and not thoroughly. In other words, traditional teaching methods are still quite popular and account for the majority of current teaching methods [18]. The current state of traditional education methods shows that there are many shortcomings:

About the teacher's teaching: passive class through lessons, teacher-centered, lecturer focuses on presentation (even just reading for students to copy) [6, 18]. In the past few years, when application software appeared, very few instructors prepared Slides and presentations for students to see, speak and analyze. There are things teachers show and lecture like in textbooks and documents [20, 21].

About student learning: students just need to record the teacher's lectures passively and mechanically. The teacher's words are considered the standard, the truth and there is minimal reaction or opinion from the students.

Implementing this way of teaching and learning, teachers are presenters, lecturers, and "living knowledge warehouses"; Students are the listeners, who remember, take notes, and follow [21, 22].

About the curriculum and assessment: Subjects are arranged in chronological order, requiring assessment from lecturers by grades through class attendance, taking tests, and asking and answering questions from lecturers and student members, etc [23, 24]. The curriculum is arranged according to an existing pattern and is imposed from the beginning of the classroom. Instructors teach sequentially according to chapters, sections, etc [25]. The teaching job of the lecturer is to ask students to do the same work, at the same time, with little regard for the learners' personal interests and preferences [26].

However, completely negating the traditional teaching method is a mistake, especially the presentation method. One question is: what advantages must this method have to be used by so many people and used for so long? There are rave reviews about the traditional teaching method, which has made it widely adopted for quite some time. So to this day, it exists, popular in universities. In fact, there are famous professors and managers in their fields of expertise who are invited to universities or research institutes to give presentations on certain issues [11]. Such presentations often bring a lot of new and useful information. The audience also found it interesting because they learned new ways of reasoning and ideas from the presentation. A good teacher, when using the presentation method, does not mean only one-way knowledge transmission, but also raises many open-ended questions for students, forcing students to think and learn methods and ways to gain knowledge [25].

New methods used and results achieved

In many universities today, active teaching methods have been put into practice and initially brought effective results that are highly appreciated by both teachers and learners [26]. Many new methods have been put into application such as teamwork methods, goldfish tanks, screening, role-playing, question and answer, experts, games, etc. [27, 28] the results have been quite satisfactory for learners.

From the student's perspective, just taking notes on the teacher's lectures, considering it as the answer, then taking the knowledge to take the exam, getting high scores, and then being satisfied has also changed (even changed quickly change) [29]. Many students have reacted to the lecturers about the way of teaching in favor of reading and writing, even having opinions with the Faculty, the School, or reacting on the forums. Currently, in many schools, the credit-based training system has allowed students, in addition to self-determining the number of credits to register, the duration of study also allows students to choose instructors. This has forced many lecturers to constantly innovate teaching methods, learn new knowledge, and avoid the risk of being eliminated by the place where they are working [11].

In terms of teachers, instead of just focusing on presentations, using Slides, etc., the content in the curriculum has changed during the lecture by combining many different methods. The teacher has paid more attention to the student's interests, knowing how to listen and answer questions and opinions [19]; not only answering in class, the teacher also interacts with students by many different means and forms.

From changing teaching methods and learning methods, the author found that there was a difference between the traditional method and the new method, and the new method brought many positives, specifically:

Order	Content	Traditional methods	Model methods
1	About the concept	Learning is the process of absorbing and perceiving through which knowledge, capacity, and ideas are formed.	Learning is the process of creating, learners explore, discovering, etc. self-forming capacities and qualities.
2	Basic	Conveying knowledge and proving the truth of teachers.	Organize cognitive activities and, support learners to find the truth (put a fishing rod).
3	About the purpose	Pass the teacher's knowledge and prove the truth (to the fish).	Focus on forming competencies: learning to meet current and future life requirements. Things learned are necessary, useful (cohabitation).
4	About content	Focus on providing knowledge and techniques. Studying to cope with exams, so after studying it is often	From many sources: textbooks, teachers, experimentation, practice, etc. associated with knowledge, experience, needs of

Order	Content	Traditional methods	Model methods
		forgotten or rarely used.	learners; with specific circumstances.
5	About the method	From textbooks and teachers.	Implemented by many methods: explore, compare, investigate, research, problem solve, etc.
6	Organizational form	One-way communication is mainly (monologue).	Mobility, flexibility, classroom learning, laboratory, practical, individual, group, pair, whole class face-to-face with the teacher, debate (even through personal pages, mailboxes, etc.
7	About reviews	Students listen, see, and take notes.	Teachers evaluate, students evaluate each other, evaluate a whole process.

SOME RECOMMENDATIONS

In order for the new teaching and learning method to be effective, it is not only in the aspect of the teacher but also requires careful preparation both the lecturers, the students, and the whole school:

For teachers: teachers have to prepare a lot in terms of content and methods to adapt to changes in their functions and tasks, which are diverse and complex. Teachers must have extensive and deep professional knowledge, love for their profession, know how to behave delicately, and know how to use information technology equipment in teaching. The teacher also has to know the development orientation of the learners according to his or her goals, but also ensure the students' freedom in cognitive activities. In addition, teachers must also know how to integrate professional teaching with equipping students with the necessary soft skills.

For learners: under the direction of the teacher, students must gradually acquire the qualities and competencies that are adapted to active teaching methods such as understanding learning goals, self-discipline in learning, consciousness, and responsible to themselves and the whole group. Learners also have to know how to self-study and take advantage of learning anywhere, anytime, and in any way. Only then can we develop dialectical thinking, logic, etc., and form the necessary skills.

For schools: it is necessary to direct faculties and specialized departments to innovate assessment and examination methods. There should be supervision of method change from faculties and specialized Departments. Directing the faculties and specialized departments to assign the assessment to the teacher, with the aim of examining and evaluating the results of the learners to be fair and objective; pay more attention to assessing the process of acquiring knowledge of learners. Instead, like many schools today are doing, is assessing learners with tests that are hard and bring little practical results.

CONCLUSION

The renovation of teaching and learning methods today is necessary and urgent. However, for the innovation of the method to be spontaneous without direction, without scientific supervision and evaluation, the results may be counterproductive. If teachers compete with each other to apply techniques that are more technical, it will make students lose focus, and the main knowledge that needs to be conveyed is not much. Learners who do not identify themselves with an appropriate learning and training method can lead to undesirable learning results.

The school needs to deploy teaching assistants, effectively supporting both teachers and students. Providing teaching assistants for lecturers, teaching assistants act as a bridge between lecturers and students, performing a series of tasks to help lecturers effectively implement active teaching methods, support, and guidance. students improve quality through active learning methods.

It is not possible to say "subjectively" that innovation has made students better, without a common measure of education scientists. This work cannot be carried out by an individual or by purely professional lecturers, but by specialized units in charge of teaching and learning research.

Therefore, in order to innovate teaching methods, it is necessary to go into more realistic and bring higher efficiency. Especially in the context of deep integration, it requires a team of trained workers with higher qualifications and skills, if they do not want to be unemployed. It is necessary at this time that not only individual students, lecturers, and universities but also the education system must be determined to carry out the set tasks so that the quality of the country's human resources can meet the requirements. achieve the cause of industrialization and modernization of the country; international economic integration.

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