

**MINISTRY OF EDUCATION AND TRAINING
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**DEVELOPMENT OF THE TEAM OF DANCE TEACHER TEAM
IN VIETNAM TO MEET THE REQUIREMENTS
OF INTERNATIONAL INTEGRATION**

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PREAMBLE

1. The reasons for research

Teachers are always considered as a key force in the development of education, which is one of the most important factor in deciding to raise the quality of education. The resolution of 10th Congress National Party has confirmed: "Innovation basic, comprehensive education in Vietnam towards standardization, modernization, socialization, democratization and international integration, in that, innovation of mechanism of educational management, development of *teachers and education managers* is the key "and" *education and training can enhance people's intellectual mission, developing human resources, fostering talents, which are the important contribution in building the country, building the culture and people of Vietnam*". Therefore, to develop education and training at all levels, the first important condition is to improve the quality of teachers.

The dance training facilities (university and college of professional dance training) in the country is the training center, training professional dance teachers who have university degrees, colleges in the fields of performing, composing, teaching, criticizing dance theory, researching for the development of Vietnam Cultures advanced imbued with national identity according to the Resolution of the Party. Dance teachers have good quality, profession, and willing dedication to the development of education in the country.

Currently, the trainer in general, in particular dance instructor who is not merely a way to broadcast information, providing knowledge to learners, teachers backwards in the trend of integration and globalization now have power dynamic, constantly aroused, promote creative thinking ability and self-learning, self-minded, self-improvement of the school. In the context of international integration, a dance instructor to absorb the essence of dance in the art world and the promotion and development of Vietnam traditional dance outside the country scope. In order to do it, first of all, dance teacher should be a person with passion, devotion to teaching, capable of scientific research, know how to find out and solve the problems of theory and practice arises. Therefore, it requires educational training and development instructor in training professional dancing institutions or college must be enhanced in both theory and practice, to contribute positively to the dance teacher construction sector for the country and political level deep, innovative thinking, creativity, extensive knowledge, professional proficiency, business and meet the actual requirements.

Thus, development of dance teachers in Vietnam with high level sufficient quantity, to ensure quality, uniform in structure to gradually improve the quality of education to meet the task requirements of the the Culture and Art school is a essential and urgent objective. That is why the author chose the thesis: "***Development of the team of dance teacher team in Vietnam to meet the requirements of international***

integration" with the desire to contribute to develop professional dance teachers to meet major objectives.

2. Research Objectives

Based on theory and examine, propose premise rationale to assess the situation and propose solutions to develop team of dance teachers in Vietnam based on capacity in the context of international integration

3. Research object and subject

3.1. Research object: Dance teachers in Vietnam.

3.2. Research subject: Development of team of dance teachers in Vietnam based on capacity in the context of international integration.

4. Limitation and scope of research

- Limitation of content of research: development issues of dance teachers in Vietnam in the context of international integration.

- Limitation of study area: colleges of training professional dance art under the Ministry of Culture, Sports and Tourism, the provinces, and other ministries of Vietnam.

- Limitation of scope of time:

- + Survey of developmental situation of Dance teachers from 2012 to present.

- + The proposed solution applies to 2025.

5. Research Tasks

5.1. Rationale for development of dance teachers based on the capacity in the context of international integration.

5.2. Supervising and assessing the status of dance teachers in Vietnam in the context of international integration.

5.3. Proposed solutions to develop dance teachers in Vietnam in the context of international integration.

5.4. Assay of necessity, feasibility and testing the desired solution.

6. Hypothesis

Vietnam is on its way to deep international integration in all fields, including education - higher education, training and retraining of staff. The inevitable objective is impactful and set out new requirements for dance teacher team in Vietnam today. If the research measures proposed are based on the theory of human resource development based on the capacity, in accordance with the functions, duties and requirements for dance teacher in the context of international integration to meet the requirements of change and contribute to improving the position of the field of Culture - Art in general, educational institutions or college training professional dancing Arts in particular in the context of today's globalization.

7. The methodology and research methods

7.1. Research Methodology

a) Access to the system

Universities and colleges of training professional dance art are a division of schools of Culture - Arts of the National Education System. The problem of teaching dance in Vietnam are studied, considered in relation to interactive with dance education, with Culture - Arts education, and with the National Education System. On the other hand, the development of dance teachers in Vietnam is a system consisting of many stages, contents, and elements which have dialectical relationship with each other and with the development of training activities of dance.

b) Access to the complex

The research and development in Vietnam Dance teachers based on many different theories of educational management, education theory, psychology theory, human resource theory... in the complex interaction between them to study the practical and propose solutions to develop dance teacher by an effective way.

c) Access to development

Dance teachers standardization in Vietnam should be placed in the context of overall development of socio-economic background and the education system as well as in the process of striving to meet the standards and development on teacher preparation in the context of education reform and international integration.

d) Access management theory and development of human resources

In the process research and development of dance teachers in universities in the context of changing and integrating education, the thesis is based on many different theories as management psychology, pedagogy, science school education management. Especially the human resource theory approach based on human resources development strategy of the organization. Including a combination of classical management theory with new issues in modern management theory, scientific basis for the development of solutions to stimulate dance teacher capacity in Vietnam in order to successfully implement strategic goals of the university.

e) Access to capacity

The approach allows evaluation capacity of dance teachers in Vietnam achieved at the rate compared to the required capacity of university teachers in the context of international integration, including solutions to enhance teacher capacity to meet the school's strategic goals.

7.2. Research Methods

a) Group of theoretical research methods

Research, analysis, synthesis, systematized, generalized sources and practical theory related to stimulate teachers, including:

- The documents of the Party and the Government on the development of education, build group teachers in general, and dance teachers in particular in Vietnam.

- The previous researches in the country and abroad on educational development, construction and development group teachers in general, and dance teachers in particular in Vietnam.

b) Group of practical research methods

- Methods of investigation: Develop appropriate questionnaire content with the thesis; organizational surveys; statistical analysis of the data for the review, accurate assessment of dance teachers at educational institutions or college training professional dancing arts of Vietnam.

- Methods of expertise: Through scientific conferences, through consult with scientists, experts in the field of management and teaching dance (written and interviews) to assess the status of dance teachers in Vietnam and the proposed solutions.

- Method of experiences: Summarizing the experience of stimulating dance teachers in Vietnam to draw useful experience for the development of dance teachers in Vietnam in the context of international integration

- Method of testing:

+ survey of opinions of experts through questionnaires, interviews about the study results and the proposed solution.

+ Apply a proposed a solution for dance teachers in Vietnam to evaluate the effectiveness of the solution in practice.

c) Group of information processing method

Using the method of mathematical statistics and SPSS software to process the results of research; using computer software and the tables, models, diagrams to serve the research and expression of research results.

8. Arguments

(1) Dance teachers in Vietnam plays an important role in the training of dancers. Development of dance teachers in Vietnam has to comply with common rules and must conform to the specific characteristics of educational institutions universities, colleges training professional dancing. Vietnam dance teachers have developed in sufficient quantity, to ensure quality, uniform in structure will contribute significantly to the development of dance art field in Vietnam in the context of international integration.

(2) Evaluate objective, accurate, scientific development situation of teaching staff in recent years will be an important practical basis to determine the orientation and the solutions proposed development of dance teachers in Vietnam in the context of international integration of dance art.

(3) To build the capacity of dance teachers in Vietnam will be the basis for the develop team of dance teachers in the context of international integration. The proposed solution on the basis of theoretical and practical science, consistent with the development orientation of dance art field will contribute significantly in the

development of dance teachers and brought the field of Vietnam's dance art to integrate with the world.

9. New contributions of the thesis

- Theoretical: study rationale for development of lecturer according to management approach based on human resources development strategy and approach school staff capacity, as a basis for analyzing clarification the necessary capacity of the faculty as well as the content to develop team of dance teachers. On that basis, the proposed framework for dance teachers capacity in Vietnam.

- Practical: Analyze characteristics, current situation, and the status of developing dance teachers in Vietnam, then to propose some solutions scientific, practical and consistent with the current context, important contribution to the policy implementations fundamental innovation, comprehensive education and training in the art of dance schools.

Chapter 1

RATIONALE FOR DEVELOPMENT OF TEAM OF DANCE TEACHER BASED ON CAPACITY IN THE CONTEXT OF INTERNATIONAL INTEGRATION

1.1. Research Overview issues

1.1.1. Studies on development of team of dance teacher

1.1.1.1. The study of the position and the importance of the development of dance teacher team

1.1.1.2. The study of the requirements for team of dance teacher

1.1.2. Research on human resource management and human resource management based on capacity

1.1.2.1. Research on human resource management

1.1.2.2. Research on human resources management based on capacity

1.1.3. Research on the development of team of teachers and team of dance teacher based on capacity in the context of international integration

1.1.3.1. Research on the capacity required for team of dance teacher

1.1.3.2. Research on content development of team of dance teacher based on the capacity

Recognition: Development of team of dance teacher as high-quality human resources, especially human resources of education and training is an urgent issue, attracting research organizations, many domestic and foreign scientific and gained important achievements in the study content. However, there are no specific research and intensive development issues of team of dance teacher in Vietnam. The diagram integrated exploitation of human resource management and inherit the results of research already, in order to synchronize the system development solutions for team of dance teacher in Vietnam. That is the main content that thesis research continues to reveal.

1.2. Some basics

1.2.1. Lecturers and dance teachers

a) *The lecturer* is pedagogical workers who have extensive expertise to meet the standards of education and training systems to perform their training tasks with college qualifications.

b) *Dance teachers* is the artist to teach in the dance department at the universities or colleges of training professional dancing arts.

1.2.2. Human resources and team of dance teacher

a) *Human resources* is a term used quite commonly. Economists use the term HR. (human resources) to the entire number of people can work when needed. Besides, the organization's human resources is an integral part of social human resources.

In this thesis, the concept of an organization's human resources include all the employees working in the organization, including health and education at different levels. They can form a complete power of organizational goals if motivated and encouraged accordingly.

b) *Team of dance teachers*. The term "team" for the social organization widely, such as knowledge team, a team of youth volunteers, a team of teachers, team of manager...

It can be understood that team of teacher is set to perform the tasks of teaching students in higher education institutions or colleges of national education systems. As such, it can be understood that a team of dance teacher performing teaching duties and educating students in colleges of professional dance arts, were identified by the criteria of quantity, quality and structure.

Team of dance teacher is an important human resources of educational institutions universities or colleges of professional dance arts.

1.2.3. Development of human resources and development of team of dance teacher

Development of human resources or team of dance teacher is the process of management solutions make this team sufficient in quantity, quality assurance, and the structure of a positive team environment to ensure the implementation good functions and tasks assigned by GV dance, meet the development needs of educational institutions universities, colleges of Arts professional dance while ensuring the development of each individual in different stages .

1.3. Determine the capacity framework of team of dance teacher in the context of international integration

1.3.1. International integration, opportunities, and challenges for education and team of dance teacher

a) *International integration, opportunities, and challenges for education*

Overall, the international integration is open and involved in all aspects of international life. It is an inevitable process, due to the social nature of labor and

relations between people. Individuals who want to survive and develop ties and linked together to form community, social and national-ethnic, international entities, and formed larger global world system.

The international integration can take place in different areas of social life, bringing both benefits and disadvantages for each country.

In the context of international integration, internationalization of education is and will be a new trend in education policy development in these countries in order to help shape the globalization process of education.

b) Advantages and disadvantages for teachers in the context of international integration

- The *advantages* are:

+ Teachers can study, access to the system of advanced scientific knowledge, practical experience of the region and the world of teaching and education management mode.

+ The universities and colleges have the ability to link with prestigious international educational institutions to open development for teachers of learning and research in home place without having to go abroad.

- The *disadvantages* are:

+ The slowly changing perceptions about economic thinking in education hinder teacher promote new knowledge.

+ When changing economic thinking in education according to market movement influence team of teachers in preserving and maintaining the values of traditional cultures.

+ How to improve scientific research capacity and to become proficient in the language skills for teachers to integrate with the region and the world of science.

c) Advantages and difficulties for team of dance teachers in the context of international integration.

- The international integration opens opportunities for more intensive training and skill level for team of dance teachers about language skills, ability to develop expertise, experience in teaching and training. At the same time, teachers can confirmed own capacity for international friends through the process of cooperation and exchanges.

- However, the international integration also sets out the obstacles given to team of dance teachers: It's market economy which put severe financial problems, while the income of professional dance teachers is not higher than before for when they participate directly in the work of art socialization.

1.3.2. Model of personality of dance teacher in the context of international integration

Dance Teacher = Teacher + Scientist + Artist + Service provider.

1.3.3. Capacity framework of team of dance teachers in the context of international integration

- *Group of professional competence;*
- *Group of pedagogical competence;*
- *Group of research capacity;*
- *Group of practical operational capacity;*
- *Group of integration capacity and competition.*

1.4. Development based on the capacity of dance teacher in the context of international integration

1.4.1. Approach human resources development based on capacity

In order to ensure sufficient quantity and quality and uniform in structure of an organization's human resources:

- (1) Establish human resources development planning;
- (2) Direct and implement planning.

Next, the *development of human resources based on capacity* is the development of human resources capacity, but with use of the human resources capacity framework or standard as the basis for the implementation and improvement of processes / elements of the development of human resources to meet the different stages of development of educational institutions.

1.4.2. Content for development of dance teachers based on capacity

Applying the approach the development of human resources based on capacity, it shows the content for developing dance teacher based on capacity needs, including the content and the main criteria are as follows:

1.4.2.1. Planning for developing dance teachers

- *First, ensure the number of teachers.*
- *Secondly, ensure the quality assurance.*
- *Thirdly, synchronization or matching of the structure.*

Criterion of successful plans to develop dance teachers include:

a) Plans to develop dance teachers fit the future development strategy of universities or colleges training professional dancing arts

b) Design Management System for development of dance teachers based on capacity

1.4.2.2. Directing and implementing to develop of dance teachers based on capacity

a) To recruit teachers based on capacity

b) Assessment dance teachers based on the capacity

c) Using dance teachers based on capacity

d) Motivating dance teachers

e) Investment on facility and equipment for teaching and scientific research for dance teacher

f) Professional development for dance teachers based on capacity

1.4.3. Factors affecting the development of dance teachers in the context of international integration

- *Moral qualities, awareness, attitudes and professional dedication;*
- *The capacity and management skills;*
- *Qualification;*
- *Artistic labor capacity;*
- *IT and foreign language proficiency of teachers and management staff;*
- *The conditions for operating professional development of teachers to teach dance;*
- *The regime, remuneration policy for managers and teachers.*

Conclusion Chapter 1

Team of dance teacher is set to perform the tasks of teaching and education of students in the higher education establishments of the national education system. The teachers could work in curriculum and education plans of the school, stick together through physical benefits and mental, and have close relationships with other members of the institution universities to implement activities and sharing of benefits in accordance with law and social institutions.

Development of dance teachers is to create a sufficient quantity, to ensure the quality, structural balance, based on that, this team ensures successful implementation of requirements of the training program as well as the requirements higher education.

Context of international integration has had a strong impact on higher education, creating development trends are evident in higher education. One of these trends is to increase the self-determination and social responsible of the school. Development of dance teachers in the context of international integration is an indispensable requirement for the development of higher education in each country in line with the trend of higher education in the world.

Chapter 2

THE STATUS OF DEVELOPING TEAM OF DANCE TEACHERS IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTEGRATION

2.1. Organize to research about current situation

2.2. General information about universities or colleges training professional dancing art in Vietnam

2.3. Current status of dance teachers in Vietnam

2.3.1. The status of number, level, and structure of team of dance teachers

Total dance teachers of 15 schools in school year 2014-2015 is 164 people, including 06 Doctors, 53 Masters, 105 Bachelors, 42 teachers with the title National Teacher, Outstanding Teacher, National Artist, and Outstanding Artist. The female teachers accounts for 61.6% and male teacher accounts for 38.4%. Nearly half of the teachers are at the age from 31 to 40. The number of teachers aged over 50 accounted for 18.3%. The average percentage of students /faculty is 7.6.

2.3.2. Capacity of dance teachers

Through survey about capability framework of dance teachers in the field, some comments are drawled:

Strengths:

- The majority of teachers at universities or colleges training professional dancing art in Vietnam are the qualities, good moral character; strictly abide by the policy of the Party and policies of the state laws, regulations, by-laws. They are good citizens with a spirit of cooperation, coordination intertwined in operation at the school. They have an understanding of subjects and educational environment to participate actively in the process of developing environmental education and training.

- Team of dance teachers have some teaching capacity is relatively strong, such as the capacity of understanding of the structure and content of curriculum; capacity planning courses teaching; capacity planning lesson; records management capabilities of teaching; ability to master subject knowledge; the ability to apply information technology to work. Especially, due to the particularity of the universities or colleges of training professional dance, dance teachers should have professional discipline skills and capacity to guide practice subjects.

- Most school teachers are capable of social interaction and social activities.

Restrictions and causes

- Methods of higher education, especially the teaching methods to be applied to advanced educational innovations such as integrated teaching knowledge, subject skills; theory and practice to establish the capacity for students; differentiated teaching according to ability is the limited capacity. The reason that senior dance teachers is accustomed to teaching in low-level, with traditional teaching methods. Fresh teachers were recruited from multiple sources without the basic knowledge of pedagogy and teaching experience is low. Additionally, fostering capacity, self-retraining, pedagogical back is one of the weaknesses of dance teachers. The management of dance teachers has many shortcomings and not keep up when the school is required to upgrade to become universities.

- The capacity of dance teachers including research capacity and technology transfer, technology into practice and guide students in scientific research is weak. The reason is because of dance teachers' knowledge is limited. Dance teachers themselves have spend more time to focus on teaching rather than pay attention to scientific research problem so as not to guide students to participate in research.

- Some important capabilities that are necessary for dance teacher in the context of international integration but currently it's weakest point: the capacity to adapt to the changing environment; capacity to participate in international cooperation programs; foreign language capability. The main cause is that actively fostered self-knowledge of teachers is weak. These capabilities require teachers to spend time and to instill lifelong learning perspective, but dance teachers did not pay

the proper attention. The schools do not have measures and positive solution to these problem.

2.4. The status of developing team of dance teachers in Vietnam in the context of international integration

a) The strengths

Universities or colleges that training professional dance arts are aware of the importance of the development associated with the implementation mission and strategic objectives in the school development stages; both have built the "school development strategy" including "tasks, content and solutions"; also has built the "development planning" for dance teachers.

The school has established a management system of dance teachers with elements connected quite closely together, the development of this element of participation, consultation of the other components. Dance teachers' management systems are also considered appropriate to adjust the development strategy of the university according to the different stages.

Recruitment is implementing the regulations, and the provisions of the regulations of the law on labor recruitment. Recruitment process is done openly, to ensure the right audience, and the number of recruitment standards.

The management of teachers is basically rational. Teachers are tasked properly, in accordance with well-trained professionals to create conditions for them to work according to ability and forte.

The school systems are evaluated according to the objectives and content of teacher activities. The evaluation is done regularly, mobilize related participation. Evaluation information is reliable and transparent.

The school has established pretty good two-way communication system between management staff with teachers, among teachers, between teachers and students, and between the school and art community that hire art students after graduation; using a variety of communication channels and provide full and timely information to all teachers.

Schools interested in training / retraining to develop dance teachers capacity. Schools have enlisted and utilized multiple external resources to carry out this work.

Management staff to manage team of dance teachers are trained regularly to enhance competence and management skills.

b) The limitations and causes

Besides the above-mentioned basic strengths, universities and colleges training professional dancing arts have many limitations in managing team of dance teachers

Although universities and colleges training professional dancing arts have their own developing strategies. However, the construction has not brought professional developing strategies, weak forecast, a lot of content is not consistent with reality. It never been a strong link between the goals of the overall development strategy of the

university with the common goal. Therefore, the objective of the development plan is based on the current situation and the objectives of the school developing strategies in the future must be adjusted in the course of implementation, with the goal not achieved. Some schools determine the scale of training for each sector in each time inappropriate, so no approach to meet social needs, not the needs identified in the structure of industries need trained manpower labor market both now and in the future, lead to the development of dance teachers with too many uncertainty in terms of both number and quality. On the other hand the process of plan for developing dance teachers had the participation of the members in the school, but without the involvement of participants outside schools. So the plan was individual and it is subjective for each school. Besides the work of planning not to pay attention to the development of specific criteria to evaluate the results of the implementation plan.

The school is located far from major centers which do not have the ability to attract highly qualified teachers to the school. Over the years, although the schools were trying to put out attractive policy to hire highly qualified but there is no ability to recruit this type of employee.

Identify and describe the jobs, thereby building capacity framework appropriate for each working position of teachers is a weakness in the school's management. The analysis and design tasks of teacherse are general, lacking specific, not based on comparable capacity with the development trend of the current labor market; not clearly describe the capacity framework, the structure of each work position and how to work for each teacher's job position matching the school's developing strategy. Because the school has not done a good job, which entail a series of other jobs such as building plans for developing teachers according to job position and capacity framework; training and retraining teachers according to job position and capacity framework; policy formulation to motivate teachers based on capacity, ... are restricted.

Thus job position description and identification capability suitable framework for each of the teachers working position is both cause and limitations of the development of teachers at universities, colleges training professional dance in Vietnam at present. This is a difficult issue and quite complex which should be prioritized to solve.

One of the reasons is due to the policy objective of the State, particularly wage policy, remuneration for teachers and education managers are still many limitations, not suitable for the current context .

c) Opportunities

It can be said that education and training sector in general, in particular universities, including the art training facility are at the advantages and unprecedented opportunities:

- International integration facilitates the exchange of artistic, cultural exchanges between Vietnam and other countries around the world. Favorable faculty in academic problems and improve their expertise.

- The industry is deploying Education Development Strategy for the period 2011 - 2020 and Resolution No. 29-NQ / TW, 8th Plenum, the Party Central Executive Board XI on innovation and comprehensive fundamental teachings education and training, including the development of the solution TEACHER important. These are favorable conditions and opportunities for the Party's guidelines and policies on investment and the interest of the State and society for education. Seizing this opportunity the school may be a breakthrough to develop.

- For educational institutions universities, colleges training professional dancing, is making the task of training high-quality human resources to serve the development of the art of dance.

- Policy of the Party and the State on the international integration are opening up opportunities for collaboration, sharing, attract investment to develop comprehensively.

- Autonomy higher education is empowerment in the hands of universities, this opportunity allows the school strategic planning and policies to promote rapid growth.

d) The potential risks

Always comes with that opportunity is a potential risk that schools face in their development process. Party's guidelines on the renewal of basic and comprehensive education and training in the direction of standardization and modernization, democratization and international integration as an opportunity on the one hand, but on the other hand create a potential risk for with the school.

The schools will have to cope with competition and unequal stretching between the universities, international institutes with complete modern elements willing to participate in the education market in Vietnam with a inside the universities in the country is still modest in every way. Art of dance training school was established mainly on the basis of upgrading from secondary schools, colleges, and are weak and lack the basic resources including development TEACHER to build the school, will stand where and what to do in such a competitive environment.

Conclusion Chapter 2

Based on the interpretation from Chapter 1, the research content in Chapter 2 has generalized the information about universities and colleges of professional dance training in the whole nation. Interpreting deeply about the practice of the teachers resource of those educational places, on the aspects of political virtues, numbers, quality, structure and surveying, explaining the practice of the mission of developing

teachers resource at those educational places in which clarifies the level of accomplishment of teachers abilities in the scene of globalization. Interpreting the practice of teachers resources development on the aspects of: planning, recruitment, educating, enhancing, using, creating developmental momentum and interpreting explicitly the facility factors, policies with the development process of teachers resource at the educational places. On that base, reviewing the advantages, disadvantages and the challenges not only to the teachers but also the progress of developing the teachers resource nowadays.

This is significant practical experiment for the author to researching and proposing the resolutions in order to strengthens the advantages, repairs the disadvantages, surpasses the challenges, exploits the opportunities to build up a teachers resource that is sufficient in numbers, reasonable in structure, enhances abilities day by day, satisfies the educational mission demands, scientific researches in the process of globalization.

Chapter 3

THE RESOLUTION TO THE QUESTION OF ENHANCING THE DANCING TEACHERS RESOURCE IN VIETNAM IN THE SCENE OF GLOBALIZATION

3.1 View points, direction and the goal of developing the dancing teachers resource in Vietnam in the scene of globalization.

3.2 Rules to propose resolution

3.2.1 Rules to maintain the possibilities

3.2.2 Rules to maintain the systematicness

3.2.3 Rules to maintain the strategicness

3.2.3 Rules to maintain the practicality

3.3 Proposing some resolutions to the question of enhancing the dancing teachers resource in Vietnam in the scene of globalization

3.3.1 Proposing the structure of job abilities of the professional dancing teachers in Vietnam in order to satisfies the demands of globalization.

The structure of job abilities of the professional dancing teachers below has been built based on researching the reasoning (Chapter 1) and the practice of developing the dancing teachers resource in Vietnam (Chapter 2) includes 6 standards: 1) Ethical virtues; 2) Professional abilities; 3) Pedagogy abilities; 4) Research abilities; 5) Practical experiment abilities; 6) Intergration and competitive abilities; in which every standards include many criterias with the total of 50 criteria.

Table 3.1. Professional capacity framework for dance teachers in Vietnam in the context of international integration

Standard 1. Morality
Criteria 1. Following executive policy guidelines, policies and regulations of the Party and State
Criteria 2. Understanding, mastering integration policy line of the Party and State
Criteria 3. Maintaining political bravery
Criteria 4. Performance of citizens' obligations
Criteria 5. Observance of the Educational Law, charter, regulations and industry regulations
Criteria 6. Having passion, stick with teaching in college training professional dancing arts
Criteria 7. Keeping qualities, honor and reputation of teachers in college training professional dancing arts
Criteria 8. Honest living is an example for students
Criteria 9. Respect the rules, have a high sense of responsibility
Criteria 10. Dynamic working style
Standard 2. Professional capacity
Criteria 11. Mastering and update basic knowledge, specialized knowledge for knowledge and interdisciplinary
Criteria 12. Having stage experience
Criteria 13. Capable of looking closely for dance movements
Criteria 14. Having an international vision, understanding of international integration and application of knowledge of international integration into professional activities
Criteria 15. Multicultural understanding, respect differences of cultures
Criteria 16. Qualified foreign language for training, translation, and communication
Criteria 17. Master and manipulate information about the economic situation, political, cultural and social in lectures
Standard 3. Pedagogical Capacity
Criteria 18. Learn educational object and environment
Criteria 19. Construction and development of curriculum
Criteria 20. Develop teaching plan
Criteria 21. Apply flexible forms of organization, teaching principles
Criteria 22. Apply creative teaching methods
Criteria 23. Self-study guide, scientific research

Criteria 24. Use effective means of teaching
Criteria 25. Application information and communications technology in teaching
Criteria 26. Handling situations that arise in the pedagogical process of teaching
Criteria 27. Check assess learning outcomes and student training
Criteria 28. Performance additional adjustment in teaching
Criteria 29. Cooperation in teaching and education
Standard 4. Research Capacity
Criteria 30. Implementation of scientific research projects at all levels (state, ministries and establishments)
Criteria 31. Collectibles and studies about dance art
Criteria 32. Writing books, textbooks, reference materials for teaching dance
Criteria 33. Writing, published scientific papers on academic journals at home and abroad
Criteria 34. Attending scientific conferences in the country and abroad
Criteria 35. Exchange and cooperate scientific research with domestic and international institutions
Criteria 36. Work independently as international participants
Criteria 37. Applied research results into practical work and teaching
Standard 5. Practical operational capacity
Criteria38. Update, seize current situation of domestic and international politics
Criteria39. Participate and promote about disciplines and policies of the Party, the State and politics, culture and society in the community
Criteria40. Participate in activities, movement by political organizations in local schools and organizations
Criteria41. Conduct research to server the community
Criteria42. Perform practical research, summed up the experience and practical work
Standard 6. Integrative and competitive capabilities
Criteria43. Goal-oriented career development
Criteria44. Self-assess proper
Criteria45. Learn from peers and perfect personality
Criteria46. Plan self-learning, self-training and do scientific research
Criteria47. Learn and develop "soft" skills
Criteria48. Ability to adapt to changes in the national and international environment
Criteria49. Self-learning capacity, lifelong learning
Criteria50. Having the capability to introduce Vietnam Dance Arts with the world and the quintessence of the world of dance art to enrich ethnic dance arts

3.3.2. Innovative thinking and raising awareness of the role and tasks of dance teacher team in Vietnam in the context of international integration

Firstly, innovation aware of the role and responsibilities of dance teacher in the development of today's dance art. The roles and responsibilities of teachers who dance training as well as vocational inspire love for the students pursuing a career dance students. Besides this key role, the dance teacher also has the role of scientific research to maintain and develop the ethnic folk dances as well as modern service of the teaching process at the university educational institutions, college of art trained professional dance. Dance teacher who first need to change the mindset in the training process, from how to guide, control and organization to students learning the skills and techniques to be aware of dance organizations, direct to study their techniques to capture the dance better.

Next to that is innovative thinking, when made properly aware of the mindset will be changed more easily by thinking rooted awareness. Changing perceptions will lead to behavior change and habit, behavior and habits to be changed then the thinking process has been renovated. For the change in thinking about the role and responsibility of the teacher is changing dance routines as well as behavior in the teaching process of teachers. Dance teacher must guide and direct the organization to gradually learners grasp the techniques and practice the techniques of dance more often. Besides helping students better understand the meaning and essence of each dance as teaching is a very important task of the teacher. So when the dance teacher awareness and change of thinking in the teaching process is that they must be aware of the responsibilities and his role is really to take a position and organizational guidelines for teaching learner. Dance teachers must understand not only the action that is necessary to understand the meaning of each dance form as well as professional dance training they undertake.

Management staff and other forces in the field of education also need to change the perception and thinking about the role and responsibility of the dance teachers to evaluate how well as professional support and other conditions for the teaching of dance teachers.

3.3.3. Construction planning and development plans for dance teacher in Vietnam with sufficient quantity, quality assurance, reasonable structure

- Construction planning must have sufficient quantity, structural balance and quality standards or exceed the standard.
- Direct implementation planning for dance teacher.

3.3.4. Improved recruitment process, layout and use in Vietnam Dance teacher based on capacity

Renovating the dance teacher recruitment to ensure recruits meet the required subjects, standards vacancies planned use.

- Organization management dance teacher for effective use.

3.3.5. Organization of training and retraining of teachers in Vietnam dance based on capacity

Training, training, training development of dance teacher in all aspects: moral quality, professional ability, scientific research and pedagogical frame fades out to achieve technological capabilities to meet industrial requirements of international integration.

3.3.6. Strengthening inspection and assessment based dance teacher capacity

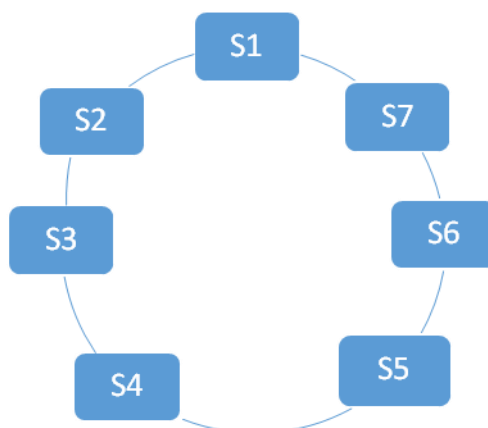
Construction planning and organizing the inspection and evaluation framework in dance professional capacity in the context of international integration.

3.3.7. Completing the remuneration policy to facilitate and motivate dance teacher for self development in Vietnam

Dance teacher management mechanism is the organization for operating under the administrative provisions of the legal text by the promulgation of management including legislation, bylaws, terms rules, regulations ... during practice, in the specific case, the content of the legislation is not entirely rational, objective because reality is always movement and development. Therefore, the management apparatus that has a positive, proactive flexible application of the provisions in the legislation in line with the real situation, it helps dance teacher with good growing conditions and quality enhanced work performance. Appropriate management mechanism is to facilitate development of dance teacher. Dance teachers will be guaranteed to work in an environment of democracy, justice, developed according to individual ability. This is also the basic elements create cohesion, consensus in dance teacher team. Moreover, the management mechanism suitable dance teachers will motivate and environment, creating a legal framework to complete the dance teacher assigned tasks with high quality, on time, the progress of the organization requires.

Improve effectiveness in managing dance teacher by enacting legislation in a particular way, close to the real situation, enabling the management level with unified management tools, create dance teacher opportunity for active proactively, positive and fair regulatory environment in a scientific, fair, democratic and practical.

3.4. The relationship between the solution



3.5. Examining and testing solutions

3.5.1 Examine of necessity and feasibility of the issues to be resolved

3.5.2. Criteria and rating scale results

3.5.3. Examine results necessity

3.5.4. Examine results feasible

3.5.5. Examine results correlation between the level of need and feasibility of the solutions management

With $r = 0.95$ correlation proved very consistent and very tight between the level of need and the feasibility of the solutions developed for dance teacher in Vietnam

3.5.6. Test solution

3.5.6.1. Testing purposes

3.5.6.2. Limit test

3.5.6.3. Content Test

** To foster capacity building framework lecturers update program.*

a) The method and process testing

Organizational planning faculty capacity building training program link. Clearly identify the elements in the plan: Advantages, disadvantages, opportunities and challenges; specific operations when conducting faculty capacity building; components perform each activity; expected results of the implementation of training activities.

Establish a committee held faculty capacity building under the associated training, consulting meeting of the Committee and the participants.

Composition of the committee include: Party; Administrators; Union president; Secretary of Youth Union; Chief of Function rooms, Head of training department.

The participants included teachers that are teaching at the school.

In its first meeting, the committee has growth through programs, plans and articulate the purpose, content, and how to proceed with the implementation conditions. Uniform selection criteria for evaluating the results of the selected solution testing. These criteria are evaluated in 4 levels:

- Level 1: Very consistent; Very good; Very important;
- Level 2: Match; Good; Important;
- Level 3: Not suitable; Not good; Less important;
- Level 4: Not applicable; Not good; Not important.

b) Choose test subjects and controlled manner

** The test object:*

The trial was conducted on 40 teachers are teaching in Vietnam Dance College.

** Method of control:* The controls were carried out by statistical results before and after the end of trial operation. Then compare survey results to 2 draw conclusions about the necessity and effectiveness of application deployment solutions to demonstrate scientific theories proposed.

c) Prepare the conditions for testing

Develop training programs focus on developing professional competencies for teachers and pedagogical framework proposed capacity.

Organizations participating faculty teaching capacity building training program was developed.

Completing the form of statistical reports; defined reporting system, synthetic regularly and periodically. Specifying the responsibilities of management, units and individuals in the process of implementing the test solution.

d) Deployment Test Solutions

** The overall implementation steps:*

- Dissemination and clarify the content and the steps taken to all Management Training College, the school's teachers participated in testing activities.
- Send documents and forms to guide the implementation of activities under the content to the department processes and implementation.
- Closely monitor the testing process to the implementation without missing content and steps of experimental procedures.
- After finishing the test operation, each faculty reporting results and processes comply with the requirements of the tasks assigned.
- Measurement test results of operations through integrated statistics, assess the response capacity of the teaching faculty for training programs; poll questionnaire of Management Training College, the school's teachers and combined live interview for the assessment is not constant.

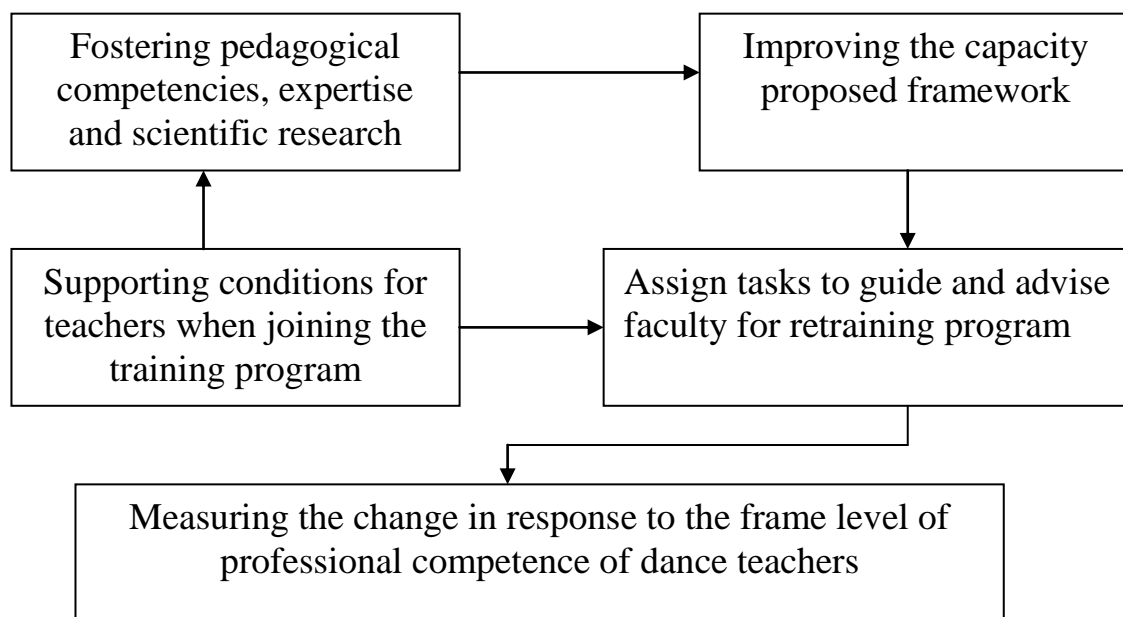


Figure 3.2. Mapping test steps

** The steps to deploy specific testing of the solution:*

1 / Identifying, selecting teachers participating in test solution.

2 / Get expert opinions in the field of dance art of organizing training content, assessment methods after retraining.

3 / Scheduling organizing refresher training program.

4 / Determining the capacity of teachers should focus on improving to meet the objectives of the training program. Gather feedback from teachers on the faculty of this ability to conduct and complete additional capacity accordingly.

5 / Organization assessed once a base on the basis of the evaluation criteria in the framework Dance faculty capacity.

6 / Measurement practice of teachers capacity after participating in training with the standards of competency frameworks.

3.5.6.4. Assessment test results

Evaluation results of the test results show focuses on the essential questions of content and fostering faculty training program. Also assessed the ability to meet the teaching capacity of teachers before and after attending the training course under the framework proposed capacity.

Test results and effective control of the organization of training courses for teaching capacity for dance teacher towards fostering program update shows that most of the content of the training courses are to promote good effect, can at comparable statistical results before and after applying the test solution. Specific:

The survey results showed that 100% of faculty in the trial have said that the organization of training courses faculty capacity under the updated program is needed practical significance for development for dance teacher in particular and to improve the quality of education in schools in general. The teachers also appreciate the scientific and practical significance of the organization of training courses trainer capacity.

The result of capacity building for trainers showed the following results:

Table 3.5. Attainment of the faculty before joining the teaching capacity building program update

Capacity	Level attained (%)		
	High	Average	Low
Pedagogical capacity	55	39	6
Professional capacity	69	30	1
Research capacity	51	40	9

But after attending the training course lecturer capacity according to the standards of qualifications, the team measured results are shown as follows:

Table 3.6. Attainment of participating faculty after teaching capacity building program update

Capacity	Level attained (%)		
	High	Average	Low
Pedagogical capacity	91	9	0
Professional capacity	95	5	0
Research capacity	89	11	0

Through evaluation of the data table we can see positive results from activities organized capacity building for trainers under the program to date. No trainer has been judged to be the level achieved in all three capacities are weak. At the level of the gain is good, it accounts for 89% to 95.5%. From this result we can confirm that the organization of training courses for TEACHER capacity is necessary and meaningful to improve teacher training, professional competence and research faculty. For management training activities in schools, the role of teacher is decisional therefore need to carry out capacity building activities to improve the quality of training teachers and the development of quality human resources in schools.

Conclusion Chapter 3

Dance teacher plays important role, decide the quality of training of educational institutions universities, colleges training professional dancing arts. Therefore, the development of dance teacher needs to be particularly concerned. In order to improve the quality of training dance teacher, dance teacher must be sufficient in quantity, quality and reliable synchronization structure. Development of dance teacher is developing elements in the structure of that team.

Dance teacher development strategy is to grow both in size and quality of the staff. It is a continuous process development in order to improve or change the current situation to make the team constantly growing in all aspects, especially the quality of individual teachers and entire teacher team.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Through the course of the study the rationale of development of dance teacher under management approach based on the capacity of human resources team, from the School of Art reality dance with its own specific characteristics, the author has completed research projects "*Development of dance teacher team in Vietnam under management approach based on human resources capacity in the context of international integration*". Research productis "*Capacity framework for dance teacher to meet the requirements of integration*" and the solutions to develop dance teacherin the context international integration, and draw some conclusions below:

1) Higher education has an important role particularly for the development of all countries. Higher education in the country and the world are facing demands and enormous challenges requires rapid innovation. Capacity ofteacher is raising the quality of teacher - an important factor is crucial to successfully implement career education reform. The thesis analyzes and clarification of management theory based on the capacity of human resources as a basis for analysis, assessment and development solutions proposed for dance teacher in the Vietnam according to human resources management approach based on performance force team. For sector-specific dance with separate training needed to develop capacity of teacher approach according to systematic theoretical foundation built faculty capacity framework. From that as a basis for the recruitment, use, training, retraining and assessment in schools.

2) The Art of dance schools in the country at all levels from secondary education, college to university faculty with diverse systems capacity. Currently, all schools are required to be met in the capacity of teaching and scientific research. The study proposed development solutions for dance teacherunder management approach based on the capacity of human resources team is essential and appropriate to the dance schools.

Based on the analysis and assessment of the current status of dance teacher; with reference to management models of teacher under human resource management approach based on a team approach capacity, the thesis analyzed the strengths, weaknesses, opportunities and challenges of development in the fields of training danceteacher. On this basis, the thesis has built five principles of the proposed solutions. Especially thesis proposed "*Capacity framework of 6 standards and 50 criteria*" to serve as basis teacher management and evaluation; 07 proposed development solutions for dance teacherin art schools. The proposed solutions are comprehensive and advanced system, in which the first solution is a breakthrough solution, the third solution is the key solution, the seventh solution is platform solutions. The solution has a close relationship with each other, complement each other, there is no single solution to resolve the outstanding issues that need to be

overcome in the development of the school teacher. Perform synchronization solutions made with the efforts of each school will certainly be a positive change in the capacity of teacher meet the training and development of the art of dance integration context.

3) Results of trials and tests have confirmed the urgency, feasibility and effectiveness of the solution, confirming the results of the research study.

2. Recommendation

2.1. For the Ministry of Education - Training and the Ministry of Culture, Sports and Tourism

- Need to implement human resource management role on Education - Training, creating the most favorable conditions for the promotion of educational institutions are autonomous and responsible for the whole society in their activities, including teacher development.

- Orientation capacity framework to the school standards based framework specific faculty capacity. There are specific rules and details to the school's self-evaluation, issued based on the actual capacity of teacher.

- Perform synchronized decentralization, empowerment of teachers paid the principal basis of higher education, the school's policy to strongly motivated by the mechanism benefits.

- Creating a legal framework of the mechanism to the school can mobilize social resources development strategies implemented the school, meet the needs of society, rapid modernization and international integration.

2.2. For educational institutions universities, colleges training professional dancing

- Strengthen decentralization, decentralization to the units and individual teachers to fulfill the capacity to perform the tasks as well as self-training, training, capacity building training in all aspects.

- Issuing regulations on standards, responsibilities and duties of teachers based on the regulations of the State to guide the construction unit of regulations on the responsibilities and duties of teachers.

- Apply the solution that was proposed thesis as appropriate to the circumstances and the actual conditions of each school.

- In addition to the provisions of the State, ministries, universities need to actively build its own regulations impetus to the development.

- Develop policies to recruit talent teachers - these are students, graduates excelled in school to their long-term commitment to the school.

2.3. For teacher

Every teacher should build yourself a “personal educational philosophy” matching development strategy of schools where they work. That's life plan in career education and training activities of each teacher. Through which each teacher will see their future image at a time without constantly striving to improve individual capacity.

LIST OF SCIENTIFIC WORKS

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