

MINISTRY OF EDUCATION AND TRAINING
EDUCATION INSTITUTE OF VIETNAM

NGUYEN THI NHAN

TRAINING TEACHING SKILLS
FOR PEDAGOGICAL UNIVERSITY STUDENTS
UNDER FLEXIBLE APPROACH
IN PEDAGOGIC PRACTICE

Specialization: Theory and history education
Code: 62 14 01 02

THESIS SUMMARY OF SCIENCE EDUCATION

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PREAMBLE

1. REASON FOR CHOOSING TOPIC

Education Development Strategy for Vietnam for the period 2011 - 2020 considers the development of practical skills of students as one of the top targets and innovative teaching methods is one of the important strategic solutions to realize this goal [5].

In the teaching process, in addition to the provisions of the goals and content of teaching, teaching methods is only effective when selected and used in accordance with the teaching facilities, cognitive characteristics, level, learning style and the learning environment of students.

Pedagogical practice is very important practical part during the process of training teacher. For students pedagogical skills are necessary to be trained in practical activities, must be experienced in practice. Formation of pedagogical skills for students will be improved when they practise in high schools.

However, In fact teaching pedagogical skills in the high school in pedagogical practice for university students showed teaching facilities of different high schools are different. Ability, learning style and learning environment of the students are also different. The changes on such differences have profound impact on learning outcomes of students. Therefore, to improve the quality and effectiveness of teaching the pedagogical experiences, teachers must select and use appropriate teaching methods with various changes which may occur for teaching facilities, abilities, learning style and learning environment of students. In other words, as the subject of the teaching process, teachers ought to be flexible in teaching methods corresponding to changes or different means of teaching, abilities, learning style, learning environment in their teaching practice. Thus students have a lot of opportunities for learning, which stimulate positiveness, initiative, and creativeness and exploit all of their inherent potential.

Currently, many efforts have been made in training skills for students at the university, which have achieved some positive results. However, the results have not been achieved as expected and have not met the social requirements for high school teachers yet. Young teachers who have just graduated have not met the requirements for teaching, weakly implement teaching skills. For pedagogical student, teaching concepts and skills are understood vaguely. In spite of practising at the high school, students are still confused, design the lesson in the wrong process, and cannot implement the tasks of teaching such as writing on board slowly, bad handwriting, unlogical layout; lack of self-confidence, ineffectiveness in getting to know or communicate their students.

The reason is that the process of training and practising in college also is heavily academic; not paying much attention to the characteristics of students; students practising little; the process of pedagogical practice held rigid work environment with space, time cramp; poor forms to train teaching skills, no more plans to create more training opportunities to help students learn effectively.

Theory and practice has put out requests to continue research to improve the quality of training teaching skills for students in pedagogical universities. With the wish to contribute to solve the problem mentioned above, we choose to study the topic: "Training teaching skills for pedagogical college's students according to the flexible approach in their teaching practice".

2. PURPOSE OF RESEARCH

We would like to recommend measures to train teaching skills with flexible approach for students of pedagogical university in teaching practice to enhance quality in training teaching skills for students of pedagogical university in particular, improving the quality of training high school teachers in general.

3. OBJECT AND SUBJECTS OF RESEARCH

- **Object of study:** The process of training teaching skills for pedagogical student at the university.

- **Subjects of study:** Applying flexible approach to train teaching skills for pedagogical university students in their teaching practice.

4. SCIENTIFIC ASSUMPTION

If training teaching skills for students of pedagogical universities is held under flexible approach with the various measures based on changes in the conditions of learning facilities, students' characteristics, the characteristics of the learning environment in their teaching practice, the effectiveness of training teaching skills in particular, the quality of teacher training in general will improve.

5. RESEARCH TASKS

5.1. Construct rationale for training learning skills under flexible approach in their teaching practice.

5.2. Analyze, evaluate the status of training teaching skills for students at the university under flexible approach.

5.3. Propose measures to train teaching skills for pedagogical universities students under flexible approach in their teaching practice.

5.4. Pedagogic assay and practice.

6. SCOPE OF THE RESEARCH

6.1. Limitation of research content

The thesis only focuses on getting to know the basic teaching experiences in teaching: Skills to design lessons, skills to present on board and skills to research learners and learning.

6.2. Limitation of site for research

Study the current situation of training teaching skills for students at the Hanoi National University of Education number 1, Vinh University and the Highland University.

Experiment on 4 pedagogy student unions in pedagogical practice of Vinh University in the two provinces of Nghe An and Ha Tinh.

7. METHODOLOGY AND METHODS OF RESEARCH

7.1. Research Methodology: The activity approach, system approach, complex approach

7.2. Specific research methodology: The theoretical research methods, survey, observation, expert and product research method, mathematical statistical method

8. CONTRIBUTIONS OF THE THESIS

8.1. Theoretical

Developing the concept of flexible approach, flexible approach in teaching and flexible approach in training teaching skills through their teaching practice.

Building theoretical system of training teaching skills based on flexible approach in teaching practice. Proposed a system consisting of 4 measures of training teaching skills in teaching practice for students with a variety of alternatives based on the changes of the elements during teaching practice, creating many opportunities for learning and improving academic achievement for students.

8.2. About Practice

+ Detect the current perception of students and teachers about teaching skills, about the flexible approach in teaching.

+ Detect the real quality of training teaching skills for pedagogical university students.

+ Detect the real application of methods, forms to organize teaching, teaching content at universities in training teaching skills for pedagogical university students under flexible approach

+ Pedagogical experiments demonstrate that measures that thesis proposes are feasible and effective and contribute to improving the quality of training student.

9. THEORETICAL POINTS TO PROTECT

The thesis will explain rationale of flexible approach to the process of training teaching skills and apply into practice through measures to be verified by experiment and trial.

- Training teaching skills in teaching practice play an important and necessary role. Training teaching skills for students of pedagogical university under flexible approach in their teaching practice is a new research and no authors have studied.

- Training teaching skills for students of pedagogical university has made certain progress but has still not met the practical requirements yet.

- Training teaching skills for students of pedagogical university in teaching practice by many different plans based on changes in teaching facilities, cognitive characteristics, qualifications and learning styles and the learning environment of students with feasibility, effectiveness and quality improvement of training teaching skills for students.

10. STRUCTURE OF THE THESIS

Chapter 1: The rationale of training teaching skills for pedagogical university students under the flexible approach in teaching practice

Chapter 2: Current status of training teaching skills for pedagogical university students under the flexible approach

Chapter 3: Methods of training teaching skills for pedagogical university students under the flexible approach in teaching practice

Chapter 4: Pedagogical experimental

CHAPTER 1
RATIONALE FOR TRAINING TEACHING SKILL
FOR STUDENTS OF PEDAGOGICAL UNIVERSITY
UNDER FLEXIBLE APPROACH IN TEACHING PRACTICE

1.1. HISTORY OF ISSUES RESEARCH

1.1.1. On training teaching skills

Teaching skills, educational skills are groups of necessary and typical pedagogical skills for activities of the teacher's career. Training teaching skills is activities studied for a long time in the world with many works of authors such as: NV Cu-dirty-min-na (1961) in the study "Formation of pedagogical competence"; O.A. Ap-swing-li-na "Discussing the pedagogical skills"; Ph.N. Wood-Slave-potty-lin (1969) "*The psychological qualities of the teacher*"; X.I. Ki-move-GOP: "*Formation of skills, pedagogical tricks in terms of higher education*"; Theoretical points of J. Watson 1926 A. Pajoux 1926 F. Skinner in 1963 ..., the works: *The process of learning* of JB Bigs and R. Tellfer 1987 [78], *Beginning teaching* of K. Barry and L. King in 1993 [79] are being used and put into curriculum for practical didactics in training teachers in Australia and some other countries.

In Vietnam, in 1979, with research draft: "Reform pedagogical education for students of the Hanoi University of Education", in 1982, the Department of Education - teacher training of the Ministry of Education has issued the document: "Continually training pedagogical profession for students of pedagogical schools". In 1987, author Nguyen Quang Uan had work: "The problem of continual pedagogic training for students". In 1993, author Nguyen Nhu An defended his doctoral dissertation: "The system of teaching skills in the classroom for educational courses and training process of those skills for students of Psychology - Educational department"

In 1995, author Nguyen Huu Dung had the theme: "Formation of pedagogical skills for pedagogy students". In 1996, Tran Tuan Year defended his doctoral thesis with the theme: "Building process of training basic teaching skills in the forms of practice, pedagogical practice". In 1997, Nguyen Dinh Chinh published document: "Pedagogical practice". In 2004, Phan Thanh Long defended his doctoral thesis "The methods to train teaching skills for students of pedagogical College"

In 2007, author Phan Quoc Lam, the head of scientific and ministry-level key technological research projects about: "Developing procedures to form pedagogical skills under professional standards for students in primary education through continually training pedagogic"

Since 2005, a series of articles by the author Dang Thanh Hung have talked about the technical measures and the way to assess teaching skills as "*teaching skills and evaluation criteria*", "*modern Teaching: theory - measures - techniques*"

The research results have contributed to building a profound theoretical basis in training career for pedagogical university students, and they are still valuable for building contents and methods of training career in current pedagogical schools. However, the current higher education in our country are turning to training under the credit system with more new requirements than before – especially methods - requires flexibility in the content, methods , the way to organize, test and evaluation.

1.1.2. On flexible approach

With the diversity of learning needs of learners with the continuous development of science - technology, today applying the flexibility in teaching has been popular in some areas , typically such as flexible learning (HTLH), open learning and flexible curriculum.

Lewis and Spencer (1986) considered open learning as the learning method organized outside of school, such as "Study on site" and "distance study" and Jehng .Spiro (1990) introduced cognitive flexibility theory whose development is based on cognitive learning theory and the studies of philosophy of Wittgenstein. Taylor and Joughlin (1999) applied the theory of cognitive flexibility by Spiro and Jehng to introduce the concept of flexible learning instead of the concept of open learning. Johnston (2001) developed the concept of "flexible approach in teaching" based on the combination of open learning and flexible learning. In 2002, the University of Queensland developed specific guidelines for the application of "flexible approach in teaching" under the concept of Johnston.

In our country, forms of flexible learning have also been introduced through distance learning programs, non-formal education and training at student's places. Some typical studies as: the modular training program by Nguyen Minh Road (1993); differentiated training programs by Nguyen Huu Chau (2005); credit training program by Vo Xuan Dan (2006); "designing learning content from theory of cognitive flexibility" and "principles for teaching with cognitive flexibility theory" by Bui Van Quan (2005); Bui Van Hong (2013) study on applying cognitive flexibility theory to teaching practical techniques, which took place in classroom, with various elements as a means of teaching, qualifications and learning styles of students.

In summary, the term "flexibility" is increasingly popular in the actual production, as well as in education. However, "flexible approach" is still a new concept; flexible approach in teaching is mainly the research on the forms of flexible learning in network environments. Therefore, research on flexible approach, flexible approach in teaching in general and training teaching skills in teaching practice in particular has very high practical significance in the current period and does not overlap with studies published previously.

1.2. BASIC CONCEPTS

1.2.1. Flexible approach in teaching

It is understood that: "basing on the changes and differences in the learning needs of students; changes and differences which may occur in a means of teaching; changes and differences in classroom space, teachers devise corresponding teaching plan to achieve the goal of teaching. "

1.2.2. Training teaching skill according to flexible approach in pedagogical practice

Basing on the changes and differences in abilities and learning styles of students; and changes and differences which may occur in means of teaching; and changes and differences which may occur in the space and the environment of pedagogical practice Teachers devise corresponding solutions in training teaching skills to achieve the goal of forming teaching ability for students.

1.3. CHARACTERISTICS, STRUCTURE AND ASSESSMENT CRITERIA FOR TEACHING SKILLS

1.3.1. Characteristics of skills

- The teaching skills are both the skills of intellectual activity and physical activity.

- The teaching skills are both the skills of teaching and tools for professional development of teachers.

- The teaching skills are both scientific and artistic because they are simultaneously based on teaching theory and experience and career style of teachers.

- The teaching skills not only have specialized and particular specific nature of occupations, but also have very profoundly social quality and embodies the teaching culture of teachers.

- The teaching skills in general have complex and integrated content, originating from the areas of leadership, management, organization, communication, research, design and social activities.

1.3.2. The basic teaching skills

There are also many ways to split the teaching skills. In this thesis we regard teaching basic skills as:

+ Skills of designing lesson

+ Skills of researching learners and learning (Study education plan)

+ Skill of writing on board

1.3.3. The structure of teaching skills

Consisting of 4 basic components

- The operation system organized flexibility

- The logic order of process of implementing operations

- The process of amending action
- The pace of implementation and time structures

1.3.4. Criteria for evaluating teaching skills

Although the criteria to evaluate skills are different but are unified in one point that if we want to form skills, we must have a process of practising operations to achieve the degree of proficiency and flexibility. The subject must practice through certain steps to form skills and skills are stable when the subject performs actions that have good result in different conditions in reality.

1.4. ISSUES FOR TRAINING TEACHING SKILLS FOR PEDAGOGIC UNIVERSITY STUDENTS UNDER FLEXIBLE APPROACH IN TEACHING PRACTICE.

1.4.1. The psychological, didactics and social problems of training teaching skills under flexible approach

1.4.1.1. Philosophic and psychologic basis

a. The general structure of all activities under the Marxist-Leninist philosophy

The basic elements of the operation process according to C. Mac always include: "*the purposeful activity or labor itself, labor objects and labor means*", from which the labor subject objects and materials can be understood to be the three elements of all activities.

b. Indirect principles of psychology LX Vugotxky

Stemming from the general structure of all operations in Marxist- Leninist philosophy, with the prominent role of tools and indirect nature of the activity to the object through the tools, LX Vugotxky built the indirect principles of psychological activity through tools with consideration "during the process of human psychology, we could find indirect element in the role of specific psychological tools" [54, p. 61]. Since then, the category of "psychological tool" has become a central location in the psychological system of LX Vugotxky.

This is an important scientific basis for determining the structure of training teaching skill basing on flexible approach. Accordingly, the structure of training teaching skill basing on flexible approach can be seen as the relationship between the three interacting elements of Supervisors - Teaching facilities - Students which take place in the space of high school, the main role of supervisors and the change of teaching facilities, learning environment and students expressed through qualifications and teaching facilities.

1.4.1.2. The learning theory and learning styles

a. Cognitive flexibility theory

Cognitive flexibility theory was (1990) developed by Spiro and Jehng basing on cognitive learning theory and the philosophic studies of Wittgenstein. According

to the authors, cognitive flexibility is the ability to restructure the composition of learners' knowledge sought from various sources, in many different ways in a reasonable manner, in accordance with the needs of certain understanding or solving a problematic situation of the learners themselves

b. Learning theory basing on Kolb's model

According to Kolb (1984), the learning cycle consists of four different stages:

Phase 1. Specific experience, is the learning phase, thanks to the feelings from the experiences made by students. For example, learning from the special experiences or engaging in tasks associated with the practice.

Stage 2. Reflection through observation, is the learning phase basing on a thorough review on a certain issue. For example, reflection through observation stimulates learning, considers the issue from the different aspects and different circumstances.

Phase 3. Abstract overview, is the learning phase basing on thinking, including: analyzing ideas logically, generalizing work to find a new idea or theory.

Stage 4. practice, the learning phase through active practice to transform learning content into the experience itself, including testing new ideas through practice and applying for other issues, solving problems through action.

Depending on qualifications and learning styles of each individual that their learning process can be started from *specific experiences* or *reflection through observation* and ended in *proactive practice*. Sometimes, some individuals could also start from *abstract generalizations* and ended in *positive practices*.

Thus, through the theory of learning experience, the teaching process is flexible and the demand for learning content changes by the level of the learners.

c. Base on learning styles

Kolb (1984) combined field of perception and information processing of the Myers - Briggs to group learning styles, as follows: Group 1 is the students with the learning style of "divergence" (Divergers);

Group 2 is the students with the learning style of "Assimilation" (Assimilators); Group 3 is the students with the learning style of "Convergence" (Convergers); Group 4 is the students with the learning style of " Accommodation " (Accommodators) [80]. Inside:

Group 1 (Specific experience + observation-feedback): the group of learning styles that students tend to gather information from those duties specifically assigned, then through observation and reviewing more aspects to transform into their personal experiences.

Group 2 (generalized abstract + observation-feedback) is group of learning

styles that students tend to gather information from those theories provided by teachers as plan, then through observation and considering many aspects to transform into their personal experiences.

Group 3 (generalized abstract + positive practice): the group of learning styles that students tend to gather information from those theories provided by teachers as plan, then through active practice to transform into their own experiences.

Group 4 (Specific experience + positive practice): the group of learning styles that students tend to gather information from the duties specifically assigned, then through active practice to move the experience of their own.

Basing on the division of Kolb, Honey and Mumfort proposed four different groups of learning styles, as follows [63, page.133]:

The action: The people who like to operate immediately, like real action, like challenges, do not realize the subtle, complex problems.

The reflection: The people who like to back and watched, like to think and analyze issues carefully.

Theorists: The people who like ration, logic and solid analysis, like the theories, models and order.

The reality: The people who like new and strange ideas, one way thoughts, do not care logic, excited when new ideas are applied in practice.

Thus, the learners' learning styles differ by method of collecting and processing information. This shows that the demand for learning ways differ according to each learner. Therefore, in teaching, identifying and grouping learning styles is necessary, help teachers have teaching plan appropriate to the needs of how to learn of learners. In fact, learning styles can be determined through interviews, tests of learning knack combined with observation (examination) of the behavior expression in learning of learners.

1.4.2 Principle of training teaching skills under flexible approach

1). The activities of training teaching skills have to provide various ways of presentation, 2). The teaching materials (Instructional materials) must avoid the tendency on simplifying the learning content 3). The process of training teaching skills needs situation nature, 4). The source of knowledge need to constantly interconnect at high level, 5). Principles for achieving objectives and effectiveness of learning, flexible learning environment.

1.4.3. Characteristics of training teaching skills under flexible approach

1.4.3.1. Systematics

1.4.3.2. Flexibility in teaching and learning

1.4.3.3. High adaptability of teaching strategies

1.4.3.4. Direct interaction

1.4.3.5. Direct proportion to the amount of structural components

1.4.4. Relationship between pedagogical practices with flexible approach during training teaching skills

It is organizing, controlling, regulating the training teaching skills of students with flexibility, versatility, capability restructuring according to the change of the elements: the learner, the means, circumstances, the environment during their teaching practice.

In other words, training teaching skills under flexible approach in pedagogical practice is to teach students how to teach with the diversely, abundantly organized plans which are able to change rapidly to accommodate with possible fluctuations in the course of their teaching practice.

1.5. FACTORS AFFECTING TRAINING TEACHING SKILLS UNDER FLEXIBLE APPROACH TO STUDENTS IN PEDAGOGICAL PRACTICE

1.5.1. Characteristics of students

1.5.2. The contents and methods of training teaching skill

1.5.3. Study environment

CONCLUSION OF CHAPTER 1

Training teaching skills for pedagogical college students in pedagogical practice has been studied but not much. Especially there has been no research on training teaching skills for pedagogical college students under flexible approach in their teaching practice. Training basic teaching skills in their teaching practice is influenced by many volatile factors. Therefore in order to improve quality of training should pay attention to the fluctuant factors to have compatible measures in order to increase learning opportunities, opportunities to improve academic achievement and reduce difficulties for students.

CHAPTER 2
REAL TRAINING TEACHING SKILLS
FOR PEDAGOGICAL UNIVERSITY STUDENTS UNDER FLEXIBLE
APPROACH IN TEACHING PRACTICE

2.1. OVERVIEW OF SURVEY ON REALITY

2.1.1. Purpose of survey

Collecting and analyzing survey data on the status of training teaching skills for pedagogical university students under flexible approach, as the factual basis for the research of measures of training teaching skills for students under flexible approach in their teaching practice, as well as determine the practicality of the subject.

2.1.2. Content of survey

Basing on the theoretical basis of training teaching skills for pedagogical university students under flexible approach in their teaching practice, thesis focuses on examined the real status according to the following factors:

- + Awareness of teaching under flexible approach of a university lecturers and high school teachers.
- + The level of awareness of the teaching skills of students under flexible approach
- + The degree of flexibility in training teaching skills for students
- + Rating on environment of pedagogical practice under flexible approach
- + Results of training teaching skills in terms of flexible approach

2.1.3. Subjects of survey

Subjects to be investigated:

- + 902 pedagogical students and 147 lecturers at the universities: Hanoi University of Education 1, Vinh University and the University of the Western Highlands.
- + Managerial personnel in pedagogical departments, training departments of some universities and managerial board of pedagogical practice in some high schools: 37 officers.
- + High school teachers guiding the students in their teaching practice: 35 teachers.
- + Young teachers graduating less than 5 years involved in teaching at secondary schools

2.1.4. Method and survey tools

- Methods of observation and interviews: the author directly teach and attend

several classes on pedagogical subjects to observe the learning behavior of students, teaching facilities, the way to teach of lecturers, and direct interview to the lecturers and students at the classroom.

Observe and interview students and staff about organizing their teaching practice, managing the time, how to assess the results of their teaching practice.

Interviewing managers of teaching practice about quality training pedagogical skills in general, the quality of training teaching skills in particular of pedagogical university students

- The method of investigation, survey: author uses questionnaire compiled by evaluation content as a tool to survey teachers (Appendix 3) and students who have participated in pedagogical practice (Appendix 1 and 2), surveys high school teachers who have participated in pedagogical practice guidelines (Appendix 3), surveys management staff in pedagogical departments, training departments in a number of universities and committee of guiding pedagogical practice in some secondary schools. (Appendix 4).

- Method of summing up the experience: the author organizes seminars, exchanges ideas with experts and managers on issues related to the content which needs to be examined, then synthesized and added to the situation assessment.

The research about the current situation of training teaching skills through their teaching practice under the flexible approach also inherits the results of the previous scientific research projects.

2.2. SURVEY RESULTS

- Both university lecturers and school teachers unanimously appreciate organizing the way to teach in many different options, flexible approach in teaching already exists in thought as well as in works but it is not full and thorough, therefore the application was not effective. In particular, the concept of flexible cognition in teaching is a relatively new but still obscure concept.

- Awareness of students about pedagogical skills in general and teaching skills in particular is right but not enough. Students have not mastered the process of training teaching skills, so applying it into their real teaching practice in secondary schools is not flexible and students do not know to choose, arrange personal training plans to adapt with new conditions.

- The process of training teaching skill of the schools attach much importance to academic knowledge, abstract theories and unattached to real teaching. Instructors of training pedagogy in universities teach inflexibly, are still bound to the teaching methods using words in the form of teaching in the class. Teaching with integration measures is mainly focused on the interaction between teachers and students. The

results of evaluation have not reflected the level of knowledge, skills and attitudes that students need to achieve. Especially assessment in pedagogical training in and teaching practice is almost regarded as major encouragement.

- The training teaching skills in teaching practice for pedagogical college students do not have many diverse plans. The conditions of space, time, facilities, in their teaching practice in the high school have not been thought of flexible combination to create more learning opportunities to enhance students' learning achievement.

- Managing students during their teaching practice is also mechanical, guiding staff appreciate the diligence of students at secondary schools in their teaching practice time more than the quality of implementing activities.

Therefore, the time for students to make their personal plan is not much, which limits students' positiveness, proactiveness when choosing the way to train pedagogical skills for themselves in real pedagogical practice and evaluating the results of their teaching practice are also less accurate.

- The environment to train pedagogical skills in general does not meet the requirements. Living conditions, facilities for practical training of teaching skills are deficient and obsolete.

We should have the research to improve training quality for pedagogical skills in general and especially the teaching skills for students.

CHAPTER 3
MEASURES FOR TRAINING TEACHING SKILLS
FOR PEDAGOGICAL UNIVERSITY STUDENTS
UNDER FLEXIBLE APPROACH IN THE PEDAGOGICAL PRACTICE

3.1. PRINCIPLES FOR BUILDING MEASURES

3.1.1. Flexible principles for operating environment

3.1.2. Flexible principles for operating content

3.1.3. Flexible principles for operating form

3.1.4. Flexible principles for geographical and operating conditions

3.2. MEASURES

3.2.1. Measure 1. Design content of training teaching skills in pedagogical practice in accordance with flexible approach

3.2.2. Measure 2. Diversify methods, the ways to train teaching skills for students

3.2.3. Measure 3. Develop flexible environment for practice pedagogy

3.2.4. Measure 4. Application of information technology to support student in training teaching skills before and during their teaching practice

3.2.5. Illustration

CONCLUSION FOR CHAPTER 3

Measures for training teaching skills for students in their teaching practice under flexible approach show that:

+ Plan to use teaching facilities can vary by amount, usability, usage conditions unexpected change and failure.

+ Students practising pedagogy in the same pedagogical union differ in degree but not in too high and majority of learning styles belong to group 3 and group 4 according to Kolb's division. Students in the same pedagogical union also differ in the environment of their teaching practice.

+ Flexible plans of training teaching skills for students are required when means of teaching, the environment of pedagogical practice, the level and style of learning change or differ

+ Measures of training teaching skills for students through their teaching practice under flexible approach have a dialectical relationship with each other. We should apply synchronically so that we can improve quality and efficiency.

+ The high consensus among secondary schools where students practise teaching with pedagogical university is a very important condition which is prerequisite for effective application of the proposed measures.

CHAPTER 4

PEDAGOGIC PRACTICE

4.1. SURVEY OF EFFICIENCY AND FEASIBILITY OF THE MEASURES

Assess the feasibility and effectiveness of the training methods of teaching skills for students under flexible approach in their teaching practice and the ability to apply research results of the thesis into practice by taking the opinion of experts.

Results of survey by expert method show that no experts that were asked for opinions deny the feasibility and effectiveness of the 4 measures of training teaching skills for students through their teaching practice under the flexible approach. On the other hand, over 80% of the experts' opinions about this issue agree that they are very effective and feasible in the context of their teaching practice. Therefore, basing on the opinions of experts, we can see that the research results of the thesis can be applied to practical teaching skills training for college students, contribute to improving teacher quality and effectiveness in training teachers.

4.2. Pedagogic practice

4.2.1. Purposes of pedagogic practice

We should realize the training methods of teaching skills for pedagogical university students under flexible approach in their teaching practice as proposed in chapter 2 to assess the feasibility and effectiveness of this proposal, since then we can confirm the hypothesis stated in the preamble of the thesis.

4.2.2. Content of pedagogic practice

Pedagogic practices conducted by us are 4 measures to train 3 basic teaching skills including:

- Train skills to design lesson
- Train skills to research learners and learning
- Train board-writing skills

Table 4.3. Experimental group and controlled group

<i>Order</i>	<i>Place</i>	Experimental group		Controlled group	
		<i>Group's name</i>	Number of students	<i>Group's name</i>	Number of students
<i>1</i>	<i>Nghe An</i>	<i>Cua Lo high school number 1</i>	<i>25</i>	<i>Cua Lo high school</i>	<i>25</i>
<i>2</i>	<i>Ha Tinh</i>	<i>Phan Đình Phung high school</i>	<i>23</i>	<i>Nguyen Du high school</i>	<i>25</i>

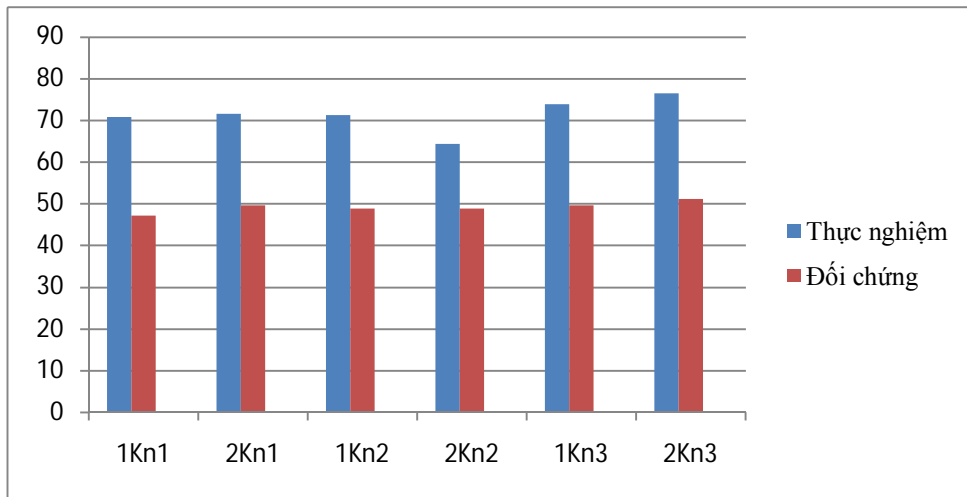


Figure 4.1. The graph to compare the level of achieved learning goal

e. Frequency graph

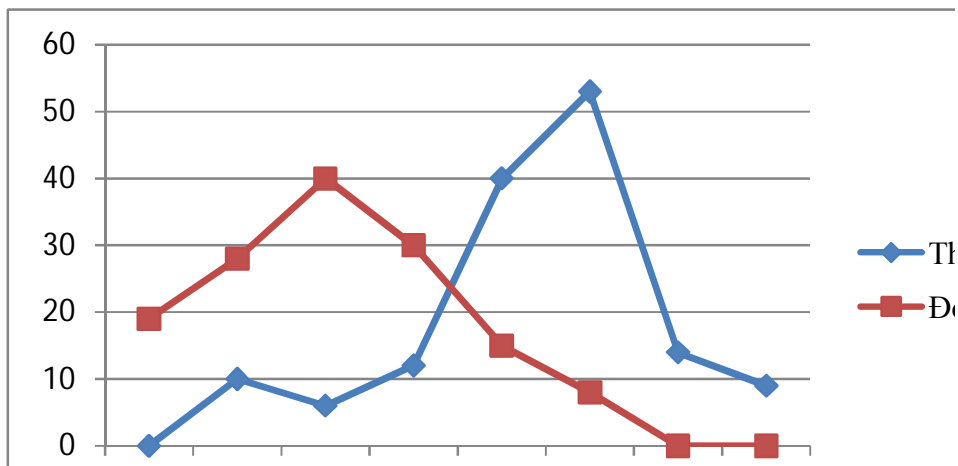


Figure 4.2. The number of students scoring xi

f. Graph of advance convergent frequency

Graph of convergent frequency

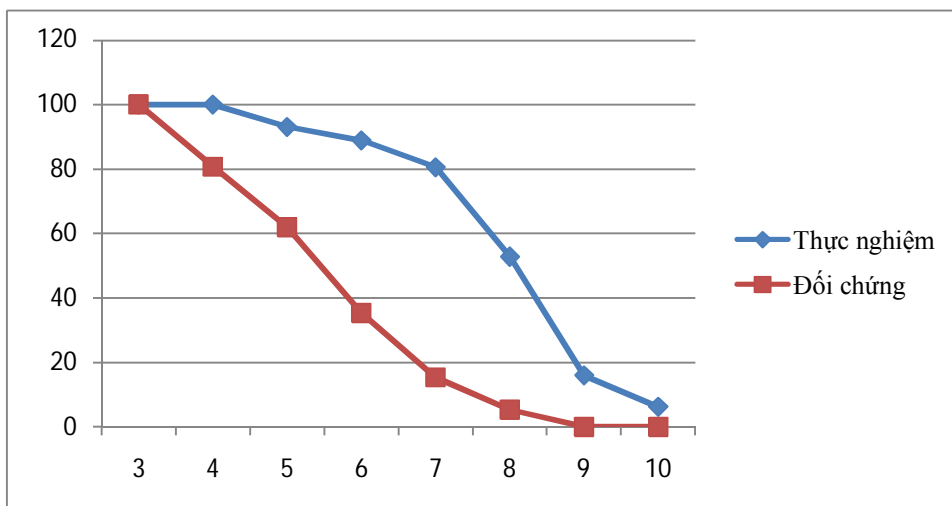


Figure 4.3. Frequency of students scoring xi upwards

- Graph of frequency in Figure 4.2 shows that the percentage of students scoring good and excellent marks in experimental group is higher than the controlled group.

- Graph of frequency in Figure 4.3 shows that convergence progress curve of experimental classes is above the controlled classes.

Thus, the results of training teaching skills under flexible approach in teaching practice from students of the experimental group is significantly higher than the controlled group.

Therefore, measures for training teaching skills for pedagogical university students under flexible approach in teaching practice help improve the quality and effectiveness of training high school teachers as scientific hypotheses proposed in the thesis.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSION

The thesis has obtained remarkable results:

- Develop the concept of flexible approach, flexible approach in teaching practice for students. These concepts orient for research throughout the entire implementation process

- The thesis points out that in view of the flexible approach, the status of teaching skills for pedagogical university students in general, pedagogical practice in particular does not meet training requirements. The process of training teaching skills which has not thought of the potentials to improve the quality of teacher training.

- The thesis proposes 4 measures of training teaching skills for students through their teaching practice, experimentally proven to be feasible and effective. The four measures are: (1) Measure 1. Designing content of training teaching skills in their teaching practice under flexible approach; (2) Measure 2. Diversifying the content, method, way of training teaching skills for students: Diversifying the training plans basing on content, diversifying the training plans under teaching facilities, diversifying the training plans according to the student's qualifications, diversifying the training plans according to the learning styles of students, diversifying the training plans according to their teaching practice environment and diversifying plans on testing, assessing training results. (3) Measure 3. Develop flexible learning environments such as designing teaching practice schedule, providing enough documents, samples, tables about the products. (4) Measure 4. Applying information technology in training teaching skills for students as designing online interface: students - lecturers, students – students, students - pupils; building environment of virtual pedagogical practice; building multimedia room.

Flexible schemes of training teaching skills for students in teaching practice both create many opportunities for students to study and train students for flexible cognitive thinking from which they are active in their learning activities.

Thus, the initial results of the thesis have confirmed the hypothesis of the research and we can use the results of this study as a didactics in pedagogical university in our country in this period.

2. THE PETITION

2.1. For the Ministry of Education and Training

There should be policies, sanctions and orientation for university training pedagogy which must focus more on the subjects training pedagogy, increase duration, increase practice and especially add modules about training for specific pedagogical skills since they are studying in university.

There should be a strong policy to attract excellent students to study pedagogics. There should be provisions on liability for fostering and developing professions of high school in guiding teaching practice, pedagogical guide is considered as a scale in assessing the quality of secondary school teachers.

There should be encouragements in further researching, developing, applying flexible approaches in teaching all other subjects; for all activities in the field of pedagogic quality in pedagogic universities to enhance the quality of training skills for students and completion of necessary professional skills before they can practice.

2.2. For pedagogical university

There should be textbooks to teach pedagogical college students specific career skills. There should be plans for teaching practice early so that students actively prepare more carefully. There should be investment in modernizing teaching facilities. Universities should create conditions for teachers to diversify the forms and methods of teaching not only in teaching skills in pedagogical practice but in all the activities of teaching and educating in universities. The evaluation should take notice of the progress of the students, the ability to meet social requirements as a measure of educational quality. There should be flexibility for testing, assessing education quality. Universities should appreciate assessing professional practice skills, assessing product quality. Universities should reduce type of test and evaluation about capabilities to remember, to reproduce instead of practical competency tests.

2.3. For high schools

Flexible approach in teaching is not only applicable in higher education but even high schools. Secondary schools should have open views in guiding pedagogical practice in particular and in organizing activities of teaching and educating of the school in general.

Teachers in high school should have a positive and cooperative attitude in activities of guiding teaching practice. There should be solemn attitude with students in pedagogical practice, high school teachers should help students more so that they are not only better at their learning tasks but form feelings about noble profession in them, they are motivated during the process of learning and striving, then have love for teaching. High school administrators need to consider guiding pedagogical practice as annual criteria to assess teachers' quality to enhance the sense of responsibility for all high school teachers.

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2. Nguyen Thi Nhan (2014), "Characteristics and structure of training pedagogic profession in pedagogical college under flexible cognitive approach", Journal of Vietnamese Teacher, No. 92, December, page 31.
3. Nguyen Thi Nhan (2015), "Some theoretical problems of training teaching skills for pedagogical students under flexible approach through their teaching practice", Journal of Education, May 2015.

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- National Library
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