



Received: 01-03-2022

Accepted: 11-04-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Capacity building for teachers on planning with Information Technology application in teaching at elementary schools in Vietnam

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Abstract

The use of information technology in management as well as in student education activities has blown a new and modern life into the teaching of elementary school teachers, making the lesson lively and attractive promote the creative thinking, imagination and richness of children. At the same time, create conditions for managers to access the latest research on information technology application models in management and communication. And today in the development trend of the times, the application of IT in students' learning and in teacher's teaching is an objective

necessity, opening a new space to help teachers be more creative in their work. Teaching activities and giving students lively and close lessons and students can approach IT in an active and active way. In this article, the author has proposed the measure "Capacity building for teachers on planning with information technology application in teaching at elementary schools in Vietnam". In the measure, the author has clearly analyzed the objectives, contents, implementation methods and conditions for implementation.

Keywords: Information Technology, Manage, Primary School, IT Application, Managers Measures

1. Introduction

In the teaching process, teachers use ICT as a method of teaching convenience and Pupils use IT as a channel to feedback information of the lecture to the teacher; At the same time, there is a positive two-way interaction between teachers and Pupils^[1]. The application of IT for active teaching methods has brought higher efficiency when not using IT tools in the process of organizing teaching and learning activities. At the same time, thereby also improving the level, skills of using IT of teachers and the level of informatics, learning style through the interaction of IT of Pupils. The inclusion of ICT in teaching is a major topic of major UNESCO. It has been put forward into an action plan on the threshold of the 21st century and also predicts that IT will certainly fundamentally change the education system of all countries in the world. In Vietnam, in the field of education and training, IT makes a change completely methods and methods of teaching and learning, especially when Vietnam's education enters the 21st century, the century of IT^[2]. In the early 80s, the education sector realized the need to equip the young generation with general knowledge about information technology. And recently, conferences, seminars or in scientific research topics on IT and education have mentioned the issue of IT application management in education and its applicability in education and training in Vietnam^[3, 4, 5]. This article presents capacity building for teachers on planning with information technology application in teaching at elementary schools in Viet Nam.

2. Content

2.1 Information technology and information technology applications

2.1.1 Information technology (IT)

According to Encyclopedia Wikipedia: "IT is the application of information management and processing technology, the use of computers and computer software to convert, store, protect, process, transmit, and receive information gathering.

The concept of IT in Vietnam is defined in Resolution 49/CP signed on August 4, 1993 by the Government "IT is a collection of scientific methods, modern technical means and tools, mainly technical computer technology and telecommunications - in order to organize the efficient exploitation and use of information resources that are rich and potential in all fields of human and social activities.

From the documents^[1, 6, 7], it can be briefly understood that IT is a combination of science and technology, technology and communication networks used to effectively use information in all areas of activities and people's lives.



Fig 1: Information technology

2.1.2 Information technology applications

Currently, IT is increasingly occupying an important position in people's socio-economic life. It has strongly promoted the development of society and fundamentally changed the way people manage, study and work.

According to Vietnam's IT Law No. 67/2006/QH11, dated June 29, 2006^[8]: "Application is the use of IT in activities in the fields of socio-economic, security, defense, foreign affairs and other activities to improve the productivity, quality and effectiveness of these activities" The application of information technology in learning is the process of applying information technology to learning activities in a reasonable way. The application of information technology in learning aims to improve Pupils' cognitive activities, equip learners with knowledge, skills, techniques and outlook on life and bring high efficiency in innovation of learning methods. Help learners acquire knowledge easily and with maximum efficiency through a multi-sensory learning process. Creating favorable conditions for the simulation of many natural and social processes and phenomena thanks to graphic techniques. Providing huge knowledge warehouses, facilitating the exchange and sharing without being limited by space and time.

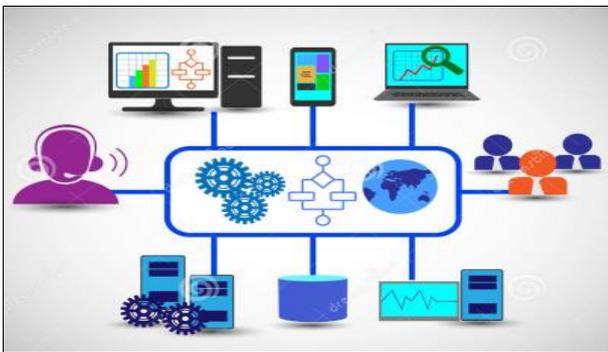


Fig 2: Information technology applications

2.2 Management activities of IT application in learning of primary school Pupils^[3]

2.2.1 Activities of applying IT in learning of primary school Pupils

Activities of applying information technology in learning of primary school Pupils are activities organized to target Pupils of information technology in the learning process in class, outside of class time, self-study, and sharing with friends. And through this activity, it fosters elementary Pupils' skills to recognize the nature of problems, have the ability to think independently and creatively apply learned knowledge to their learning activities, and also help them learn more about the subject. Pupils master new learning methods, are more active, have more interaction, know how

to search and process information.

2.2.2 Management of IT application in learning of primary school Pupils

According to Mary Follet: "Management is the art of getting things done through others." Managing the application of IT in the learning of primary school Pupils in primary schools is the implementation of management activities to enhance the application of IT in the learning of primary school Pupils. And this is the purposeful and planned management of the Board of Directors to influence teachers in the school to improve the quality management of teaching and learning of the pedagogical team. Managing the application of IT in Pupil learning is the job and task of education managers in general and of each teacher in particular.

Accordingly, the management of information technology application in primary schools with the following contents:

- Decentralization of management of IT application in learning of primary school Pupils at primary school
- Content management with IT application in learning for elementary Pupils
- Manage Pupil's learning plan with IT application
- Manage forms and methods of learning with IT application of the Pupil
- Management of IT application in Pupil's lesson preparation
- Manage, test and evaluate Pupils' results of IT application in learning

2.3 Developing teachers' capacity on planning for the application of information technology in teaching in The Elementary Schools

2.3.1 The goal of the measure

- Helping management staff and teachers, especially teachers, see the importance of making a specific plan in the application of information technology in Pupil learning is very important to contribute to the promotion of Pupil learning. the application of information technology in learning of primary school Pupils. Helps the management of information technology application activities in learning to be conducted smoothly and brings high efficiency in management.
- Encourage teachers to self-study from various sources in order to improve their capacity to design plans that apply information technology in teaching. Organize regular class visits to learn lessons for teachers about implementing orientation plans. guide Pupils to apply information technology in learning.
- Organizing exchange and learning with teachers of schools inside and outside the district on planning information technology application for Pupils to study.

2.3.2 Measure content

- Concretize the directive documents of the Department of Education into specific plans and deploy them to all administrators, teachers and Pupils. Make them understand the goals, contents, organizational methods and management measures of information technology application activities in learning and educational activities in schools. Thereby helping them improve their working spirit, have a sense of self-discipline and be active in enhancing the application of information

technology in teaching and learning activities of teachers and Pupils at primary schools. Because only when teachers perform well can they influence Pupils to study well.

- The promotion of the application of information technology in Pupil learning will contribute to building a friendly educational environment and standardizing facilities, helping the school quickly adapt to the requirements set out today. higher of society. If teachers do not apply information technology, they cannot ask Pupils to do it.
- Bringing information technology into schools in general and primary schools in particular is a necessary, urgent, important and correct job. There is a need for the foresight of school administrators, a need for a correct implementation orientation, and the support of the whole school's staff and teachers through specific planning.
- Currently, the vast majority of schools have applied information technology in teaching and management.

However, the application to Pupils' learning activities is small, spontaneous, patchy, not according to the overall, long-term plan and without a unified direction, so the effectiveness is not high. To improve the effectiveness of this application, the principal needs to make a plan to apply information technology in the learning activities of primary school Pupils in a comprehensive and long-term way as part of the strategic development plan. school.

- In addition, in each period, the principal needs to develop a specific implementation plan for each school year to ensure the uniformity of the application system, in accordance with the actual conditions of the school.

2.3.3 Take measures

To do a good job of improving planning capacity for administrators and teachers in promoting the application of information technology in Pupil learning, it is necessary to focus on the following main contents:

Table 1: Measures

1	Managers and teachers must be able to see the problem, grasp the situation	Determine the goals of the activities of applying information technology in Pupils' learning, decide to choose the optimal and necessary measures. necessary and feasible. At the same time, in the school, administrators are exemplary, pioneering in the implementation of the proposed plans. In addition, leaders also need to pay attention to resources such as operating funds, administrative conditions to make the management work more favorable, and create good conditions for the application of information technology in Pupil learning. achieve high efficiency. And it is necessary to maintain regular monitoring and improvement of the implementation of the plan. In addition, the leader of the specialized groups is the force that directly deploys the management plans for the application of information technology in Pupil learning to each teacher. Therefore, the principal also needs training to improve management capacity for these subjects.
2	Develop a plan on exploitation and use of investment funds	Not only investment in equipment, but also need to pay more attention in the budget plan for maintenance and maintenance; purchase software; installing and exploiting Internet transmission lines, building electronic databases for Pupils' learning
3	Develop a plan on people	A plan to train and improve the qualifications of the current team, and a plan to intensively foster skills in word processing on computers to design lesson plans, use using software to support teaching, skills to exploit and use information on the network, skills to organize teaching by presentation,....
4	Establishing a steering committee	Including the principal, vice-principal, representatives of all departments in the school, and the head of the committee representing parents of Pupils.
5	The plan should clearly state	+ Deployment content: hardware, software, network infrastructure + About funding: estimated funding sources + Time: start time, end time + Personnel to deploy: who participates, assign responsibilities + Application management and performance evaluation: who manages, uses, evaluates
6	Build plan	+ The basis for developing the plan is the guiding document of all levels, the plan on the implementation of information technology application tasks of the Department of Education, the Department of Education, the request and request for technological equipment of the Department of Education and Training. specialized groups, funding sources that the school can meet for procurement, support, ... To make the plan feasible, it is required that the specialized groups discuss and register public equipment. necessary technology to be able to apply information technology in Pupil learning. Based on the above bases, we can divide the general plan into partial plans as follows: 1. Each teacher's lesson plan with information technology application. 2. The teaching plan of the teacher of informatics subject. 3. Plan to participate in online contests such as: computer talent, ioe, ose exam (of English subject), ... information technology application for primary school Pupils. 4. Plan to repair and improve technological equipment. + The above plans are developed and implemented right from the beginning of the school year. + analyze the advantages, disadvantages, opportunities and challenges of the school. + Define specific and clear goals for implementation and serve as a basis for assessing learning outcomes. + concretize into monthly and weekly schedule with specific implementation contents and specific assignment for implementation. + In addition, in the process of organizing and inspecting the implementation, the plan can be adjusted in accordance with the budget capacity, labor and technical conditions.
7	Organize the implementation of the plan	+ in the council meeting at the beginning of the school year, deploy the plan to all officials, teachers and staff in the school and request to strictly follow the plan. In the process of implementation, if there are any problems, they must be reported promptly so that they can be remedied. + The application of information technology in schools, especially the application of information technology in learning, often encounters many difficulties. In addition to financial difficulties, physical facilities, and

		<p>information technology qualifications of officials, teachers, Pupils, and employees, there are other difficulties such as awareness of staff, teachers and Pupils, the concern and support of all levels, local authorities and Pupils' parents.</p> <p>+ The teacher of the computer science subject, based on the instructions of the superior, drafted content, submit it to the principal and vice-principal for approval for implementation.</p> <p>+ Leading, directing and guiding people to implement the proposed plan through professional activities and movements. Professional group leader organizes for teachers to research, study and discuss by unit</p>
8	Directing the implementation of the plan	<p>+ Directing specialized groups based on the general plan of the school to develop weekly and monthly plans in managing the application of information technology in learning. At the same time, collect feedback from the professional team to each individual to take measures to adjust the school's plan.</p> <p>+ Direct the implementation of each content according to the plan. Timely adjust the plan in a reasonable way when necessary.</p> <p>+ The head of the parent representative committee disseminates the request to all Pupils' parents for coordination in implementation, and at the same time mobilizes the parents to create the best conditions for the Pupil to participate in the school's program.</p> <p>+ Diversifying forms of learning and research organizations such as: organizing for managers, teachers to exchange and discuss information technology application in Pupil learning through professional meetings every day. month.</p> <p>+ Directing specialized groups to regularly report on experience of methodological innovation, especially those with information technology application in Pupil learning, and at the same time launch a movement of applied teaching Information technology in the annual lecture sessions is assigned to professional groups and individuals to collect and select lessons or apply information technology for teachers to refer to and study.</p> <p>+ Directing, launching, participating in and organizing online competitions such as: computer talent, English olympic, Vietnamese olympic, math, online team competitions, etc. as planned.</p> <p>+ Directing teachers can combine with regular training of teachers with ql orientation to apply information technology activities in Pupils' learning.</p>
9	Evaluate the plan	<p>+ In order for the inspection to ensure the objective, it is necessary to organize the apparatus and design the activities of the inspection apparatus accordingly.</p> <p>+ Based on the general plan of the school year, the plan to apply information technology to Pupils' learning, the plan of professional examination, thematic examination,... Vice principal, teacher proactively propose to the principal the contents, measures and forms of inspecting the contents of information technology application activities in Pupils' learning according to the set plan.</p> <p>+ Check in many ways such as attending class visits, checking activities of expert groups, teachers, ...</p>

2.4 Investigate the necessity and feasibility of measures

Table 2: Survey of conformity level

Mức độ	Very doable	doable	less doable	Impossible
	45 (35%)	35(37.5%)	20(25%)	0 (0%)
Average	2.25			
SD	0.33			
P	< 0,001			
The criteria are coded as follows: “ Very doable ” = 3, “ doable ” = 2, “ Less doable ” = 1, “ Impossible ” = 0. Data for mean, Standard deviation (SD) and T-test (P) value were processed by SPSS software for calculation.				

3. Conclusion

In summary, it can be said that the proposed management measure of ICT in student learning has a very important position in promoting the application of ICT in teaching in primary schools in Vietnam. By testing the necessity and feasibility of the measure, all opinions say that the measure has a high degree of necessity and feasibility.

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