Factors Affecting Pedagogical Training Activities for Lecturers at Higher Education Institutions According To the Requirements of Comprehensive Innovation in Education and Training

Thi Hong Quyen Mai , Nguyen Zen Nguyen

ABSTRACT
The article clarifies the regulations on pedagogical certificates and standards for lecturers teaching at higher education institutions. Through methodology, we have presented the theoretical basis for the content and regulations on pedagogical professional training for lecturers. Evaluate the general and specific goals of pedagogical training activities for lecturers. Through document research, we have synthesized several studies on the issue of pedagogical training. Based on the research overview, we found a gap and created this article. From the theoretical basis and research overview, we have the basis for evaluating factors affecting pedagogical training activities for lecturers at higher education institutions. Accordingly, there are five influencing factors: Vietnam's viewpoints and policies on education and training innovation and higher education institutions; New requirements for teaching staff in the current context; Professional activities of teaching staff; Program, content, and elements ensuring pedagogical training for lecturers; Capacity of teaching staff and management staff.
Keywords: Impact factors, Higher education institutions, Lecturers, Pedagogical, Training

I. INTRODUCTION

The Law on Education (2019) stipulates that a "Lecturer" is a person in charge of teaching and educating in educational institutions and higher education institutions (Law No. 43/2019/QH14). The professional capacity of university lecturers is a combination of knowledge and practical skills acquired through training. It allows instructors to perform specific teaching tasks assigned by the geo-educational institution. Pedagogical competency is the specialization in a teacher's professional activities. The "profession" of a lecturer is the specialized knowledge of teaching and pedagogical qualifications that the lecturer uses in the process of performing teaching tasks to bring efficiency to the higher education institution. Expertise is the combination of knowledge and practical skills that people acquire through training to help them perform a specific scope or specialty of work that is consistent with the mission of society. Festival. Expertise is the training and skill of an instructor in the subject area in which he or she is trained and works. Each profession and field of activity has its expertise and skills. Each type and level of education has different requirements for specialized knowledge and teaching skills. For university lecturers, expertise includes both professional capacity and pedagogical expertise. Pedagogical expertise supports lecturers in effectively performing teaching and training tasks. Teaching skills help teachers effectively perform teaching and training tasks. Through practice, teachers can receive basic training and master the theoretical content of the subject, but the results of teaching activities are still low and do not meet the goals and requirements. Training needs have been identified. The level of knowledge and mastery of teaching skills not only create a foundation for teachers to effectively handle objectives, content, and teaching methods but also create prerequisites for flexible handling of situations. complex teaching. However, in reality, this issue still has many shortcomings and limitations in higher education institutions. Some trained lecturers with certain knowledge and teaching abilities are still confused, revealing weaknesses in their

professional activities. One of the limiting causes of this problem is that the organization of educational professional training activities for teachers has not properly implemented the program, content, and process according to the regulations of the Ministry of Education and Training. Educational institutions often follow a formal form, the quality of training effectiveness is not high, it is experiential and lacks systematicity. Therefore, the goal of this study is to evaluate factors affecting pedagogical training activities for lecturers at higher education institutions.

II. STUDY OVERVIEW

2.1. Certificate of the pedagogical profession and higher education institution

Pedagogical certificate. According to Article 12, Clause 3, Education Law 2019, the National Education System Certificate issued to learners is a type of certificate that confirms the learning results after training and supports improving educational qualifications. It was issued to professions or learners taking certification exams according to regulations. Therefore, a pedagogical certificate is understood as a certificate proving the completion of a pedagogical training course for those who are not trained in pedagogy (Law No. 34/2018/QH14).Higher education institution. The Education Law (2019) has regulations on Higher Education Institutions as "educational institutions belonging to the national education system, performing the function of training at all levels of higher education, scientific activities and technology, serving the community." and Universities and academies (hereinafter collectively referred to as universities) are "higher education establishments that provide training and research in many disciplines, and are organized according to the provisions of this Law." (Law No.: 34/2018/QH14).

2.2. Pedagogical professional training activities

Fostering pedagogical skills for lecturers in higher education institutions with the goal of "Equipping basic pedagogical knowledge and skills about university teaching for subjects who have not yet received professional training". Pedagogical services want to become lecturers in higher education institutions in the direction of standardization and modernization, in order to supplement human resources and improve pedagogical capacity for lecturers in higher education institutions study, meeting the requirements of education in the context of industrialization, modernization of the country and international integration" (Circular No.

12/2013/TT-BGDDT). This general goal is divided into 3 specific goals: "Knowledge goal", "Skill goal" and "Attitude goal". Regarding knowledge, learners are equipped with: Basic knowledge about the science of university education; the role and mission of higher education, development trends of modern higher education; Basic knowledge of psychology, university teaching theory, university teaching methods and techniques; Basic issues of testing and evaluating learners' learning outcomes. Regarding skills, learners are provided with: Skills to design teaching plans, organize lessons and guide self-study and self-research methods for learners; Skills in building and developing teaching programs, using teaching aids and applying information technology in university teaching; scientific research skills and testing and assessment of learners' learning outcomes; Skills to analyze, synthesize and evaluate the teaching process; reading, writing, performance and communication skills in the teaching process; Skills for organizing and managing universities and colleges (subject and faculty level), managing learners according to regulations and lecturers' duties. Regarding attitudes and support for learners: Forming professional awareness, ethics and exemplary pedagogical behavior of teachers in higher education institutions; Forming passion and interest in teaching and scientific research activities; Demonstrating an objective and scientific attitude in organizing and managing the teaching process.

2.3. Overview

In order to have a team of lecturers with strong professional quality and to meet the requirements of educational innovation, the issue of professional training is extremely important and necessary. Pedagogical professional training is one of the solutions to improve the quality of education. The issue of teacher training is of interest to many scientific researchers and educational managers to the issue of training officials and teachers on a theoretical and practical basis, from the perspective of macro and micromanagement. Research by Hong, P. T. A., (2015) on managing pedagogical training activities for lecturers. The author has developed the concepts of lecturers, pedagogical skills of lecturers, pedagogical professional training for lecturers and pedagogical professional training activities for lecturers. The study has identified management content including: "Management of training activity plans; Pedagogic; Organize and implement plans for pedagogical training activities; Manage objectives, content, and methods of pedagogical training activities for lecturers; Managing the results of pedagogical training

activities for lecturers. The author also points out factors affecting pedagogical training activities for lecturers: "The development trend of education and training in the new situation; Industry management organization system, guidelines and policies of local government; Socio-economic development practices and subjective factors regarding teaching staff, management staff, facilities, experience in training and developing teaching staff". The results of the study also proposed a number of measures such as: "Raising awareness for managers and lecturers about the role and importance of managing pedagogical training activities for lecturers; Planning pedagogical training activities for lecturers; Decentralize objectives, content, and pedagogical training programs for lecturers; Organize diverse types of pedagogical training for lecturers; Develop methods to inspect and evaluate the results of pedagogical training activities for lecturers of educational institutions. Some authors such as Hung, L., (2016), Len, N. T. A., (2016) and Tuan, D. A., (2016) when researching the content "Managing professional training activities for Lecturers" and "Development of teaching staff" both clarify the theoretical basis of lecturers and development of teaching staff. Some studies also present the "characteristics and requirements" of developing and training teaching staff. The results of the above authors were analyzed and confirmed based on survey data and the difficult situation at educational institutions. These studies also point out the content of "development and training" and point out "influencing factors" on the training and development of lecturers. Based on the theory and current status of the research problem, the topics have proposed several measures to develop and train lecturers. However, the above studies have not studied in depth the impact of these factors on fostering pedagogical skills for lecturers. Therefore, our research on factors affecting pedagogical training activities for lecturers at higher education institutions has theoretical and practical significance.

III.   RESEARCH METHODS

The research uses methodology and data collection methods. We have used methodology (the most used method in scientific research) to systematize arguments and theories as a basis for higher education institutions, fostering pedagogical and professional skills requirements for this activity. This argument contributes to the foundation for the arguments in our article. Use regulations on pedagogical certificates and standards for lecturers to highlight the importance of pedagogical professional training and the factors that affect it. We use data collection methods to search and synthesize information, knowledge, and theory from available sources on building, training, and developing lecturers, thereby building theories and proving and synthesizing to form arguments. The document searched for information in documents, on the internet and referenced the results of scientific research on management and pedagogical training for lecturers at Vietnamese educational institutions.

IV.   RESULTS
4.1. Perspectives and policies on education and training innovation in Vietnam and higher education institutions

Viewpoints and policies for developing education and training in the context of innovation, and development trends of current educational theory and practice are consistent with philosophy, methods and programs. Training content and retraining processes are evolving rapidly. It will be very different from the past and many aspects of traditional education and training will change. Implementing the viewpoint of fundamental and comprehensive innovation in education and training in the direction of standardization, modernization, socialization and democratization, improving the quality of education and training to meet the needs of construction and development, national development and international integration. To meet the educational and training innovation needs of educational institutions, many factors must be considered simultaneously and the substantive tasks to be performed must be coordinated. Professional and pedagogical standards address the pedagogical practices of instructors and instructors. The pedagogical capacity of teachers Schools must focus on the regular professional development of teachers. Since then, new requirements have been placed on university teachers in terms of professional training, general professional competence and pedagogical skills. Training teachers and educational training officers are training the educational human resources of educational institutions, so in training, it is necessary to master and implement well the functions and principles of personnel training. The guiding ideology of training teachers and educational staff is expressed in all content and basic stages such as: Planning, training, staff development; Training, fostering, and retraining a team of lecturers and educational training officers, in which developing teachers and educational training officers to meet the

requirements of educational innovation and training is of special importance.

To build and develop a team of teachers and educational administrators capable of completing their tasks, higher education institutions need to have good-oriented policies and several synchronous actions. Both basic long-term and step-by-step measures are needed to ensure proper implementation of assigned tasks. Develop schedules and training plans for teachers and educational administrators to meet current work needs and ensure long-term development goals and requirements are met. Training and retraining plans must be suitable for each type of teacher and educational administrator in each branch, faculty, facility, and unit. The training and retraining of lecturers need to be combined with the standardization of the team and the requirement to develop guidelines for training lecturers with expertise and skills that meet the qualifications of university lecturers according to the regulations of the Vietnamese Government. Basic training and standardization/formal training are closely linked, combined and inherited.

4.2. New requirements for teaching staff in the current context

Documents of the 12th Party Congress (2013) clearly stated, "Developing a team of teachers and administrators to meet the requirements of education and training innovation. Standardize the teaching staff according to each educational level and training level" (p.117). Therefore, the quality and educational reputation of an educational institution is the result of many factors, but the basic and decisive factor is the educational team. Educational institutions must proactively develop strategic plans to meet educational needs at all levels and disciplines while developing a teaching staff that meets state standards. The quantity, quality and structure of lecturers have a great impact on the management of training activities. The university teaching staff still has many shortcomings in quantity, quality and structure. They are especially considering the heterogeneity in quality and the inability to meet development needs in the new situation. Therefore, it is necessary to further improve teacher qualifications, including educational technology training.

4.3. Professional activities of teaching staff

In the educational context, we need strong and comprehensive innovations to train human resources with new qualities and know how to adapt effectively to change. Always maintain creativity, spontaneity and sensitivity. Promote independence and the spirit of self-reliance. The goal of education is not only to impart knowledge but also to pay due attention to the formation of vocational and life skills. The training content has been expanded and updated to incorporate many contemporary values. Training methods have shifted significantly from one-way instruction to encouraging learner centrality, autonomy, and initiative. The above issues lead to a change in the role of the teacher, not only as an imparter of knowledge in traditional teaching methods but above all as a learning companion of learners and an expert study. Therefore, university teachers need to improve their professional qualifications and professional training to meet the requirements of a profession that is increasingly more demanding than any other profession. The above issues lead to a change in the role of the teacher, not only as an imparter of knowledge in traditional teaching methods but above all as a learning companion of learners and an expert study. Educational management at the micro and macro levels, management mechanisms, management decentralization and management mechanisms will be updated, improved and completed under educational innovation policies and measures. Therefore, comprehensively improving teacher quality has fundamental and long-term significance, not only as a social requirement but also as a professional policy requirement.

4.4. Program, content and elements ensure pedagogical training for lecturers

The organization and implementation of training as well as plans to improve teachers' teaching skills are carried out based on the developed and approved training program and content. Due to the simultaneous implementation of education and training programs in educational institutions, the opening of training classes is carried out in accordance with the education plan, teacher training, training plan and training pedagogical plan. Planning, organizing, managing teacher training, dividing training time by topic, and training form and monitoring, checking, and evaluating teacher training results are carried out based on on training content and programs. Something to go on. Regarding training management, the instructor's teaching method is determined by the instructor training program and content, which is the basis for inviting instructors, assigning subjects, and managing the training education program. Implementing educational and

training plans for teaching staff requires facilities, teaching materials, and training materials. With the rapid development of modern science and technology, it is necessary to regularly use new means and technology to improve the effectiveness of teacher training and create opportunities for teachers to use in teaching.

4.5. Capacity of teaching staff and management staff

Teachers and educational administrators are managing educational human resources in educational institutions. The management of teachers and educational administrators is shown in all content and basic stages such as planning, implementation, and team development. The training, retraining, and retraining of educational managers, including the organization of training activities, management mechanisms, management decentralization, and management mechanisms will be updated and improved, progressed and completed following educational innovation policies and measures. Therefore, the basic and important long-term issue is to comprehensively improve the quality of educational managers. This is a prerequisite and has a direct impact on comprehensively improving the quality of educational administrators because this is a profession that not only meets the need for educational innovation but also requires educational innovation. Teacher training activities. The management capacity of the management team is demonstrated in the process of performing assigned tasks and the performance of the instructor's educational management tasks is also one of the management tasks. The main reason why you need to focus properly.

Manager performance is determined by the first steps of training and support. Educational administrators should comply with team standardization requirements and gradually increase the proportion of educational administrators with postgraduate qualifications, such as doctoral degrees or associate professors. Increase the proportion of managers through training, leadership, and holding practical positions that meet regulatory standards on foreign languages and information technology. Develop training guidelines for managers on professional knowledge and skills to meet management qualifications according to Government regulations. There is a close connection, combination, and inheritance between basic training and standardized periodic training. Training at educational institutions and sending for training outside the school. It

harmoniously resolves the relationship between quality, quantity, and structure—field-specific training.

Thus, specialized educational training activities for lecturers at higher education institutions are carried out as part of building and developing the teaching staff, developing the teaching staff, and improving the quality of teaching professional values of lecturers. The quality of education is affected when lecturers do not meet the requirements for high professional capacity and the knowledge and skills necessary for a good profession. Managing faculty training in higher education institutions requires a clear and precise definition of the underlying controls so that impact can be measured appropriately. In particular, it is necessary to pay attention to the content of training plan management. Manage and organize the implementation of training activity plans. Manage training content and methods. Manage the results of your training activities. Pedagogical training activities for lecturers at higher education institutions are influenced by many factors. Includes internal and external influencing factors. These influencing factors continuously create new opportunities and challenges for designing educational and training activities for instructors.

V. CONCLUSION

Fostering and developing quality products and pedagogical capacity for researchers is an inevitable and regular requirement of every educational institution. However, those training activities must be managed according to a certain plan and based on scientific discussion. The article has systematized several theoretical issues related to fostering pedagogical skills for students. The results of the study clarify the rationale and raise awareness for higher education institutions and student teams about the need to foster pedagogical skills. Pedagogical professional training aims to help students and educational institutions meet professional standards and meet the requirements of educational innovation. The article also enriches the basis for discussion on pedagogical training activities for students. The research results are the basis for applying measures to minimize the lack of negative impacts of factors on pedagogical training activities at higher education institutions.

REFERENCES
[1]. Central Executive Committee (2013), Resolution 29-NQ/TW of the 8th Central Congress, session XI, On fundamental and

comprehensive innovation in education and training, Hanoi

[2]. Communist Party of Vietnam (2013), Documents of the 8th Conference of the Party Central Committee (term XII), National Political Publishing House, Hanoi.

[3]. Hong, P. T. A., (2015), Managing pedagogical training activities for lecturers at Hanoi College of Electronics and Refrigeration, master's thesis in Educational Management, Hanoi.

[4]. Hung, L., (2016), Managing professional training activities for specialized lecturers at Ho Chi Minh City University of Theater and Cinema, master's thesis in Educational Management, Hanoi.

[5]. Len, N. T. A., (2016), Developing specialized lecturers at People's Police College II today, master's thesis, Hanoi.

[6]. Ministry of Education & Training, (2013). Circular promulgating a pedagogical training program for lecturers in higher education institutions, No.: 12/2013/TT-BGDDT, accessed August 9, 2023 from https://thuvienphapluat.vn/ van-ban/Giao-duc/Thong-tu-12-2013-TT-BGDDT-boi-duong-nghiep-vu-su-pham-for-giang-vien-dai-hoc-181807.aspx

[7]. Ministry of Education & Training, (2018). Decision promulgating Regulations on pedagogical professional training, No.: 05/VBHN-BGDDT, accessed June 18, 2023, from https://luatvietnam.vn/Giao-duc/van-ban-hop-nhat- 05-vbhn-bgddt-2018-quy-dinh-boi-duong-nghiep-vu-su-pham-164421-d5.html

[8]. National Assembly, (2019). Education Law No.: 43/2019/QH14, accessed October 6, 2023, from https://thuvienphapluat.vn/van-ban/Giao-duc/Luat-Giao-duc-2019-367665.aspx.

[9]. Tuan, D. A., (2016), Developing the teaching staff of Vocational Colleges, Bac Lieu province towards standardization, master's thesis topic, Hanoi.