

Review Article

Training Primary School Teachers to Meet the 2018 National Curriculum

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Abstract: This article focuses on researching methods to train primary school teachers to improve the quality of education at the primary level. The article analyzes the current situation of teacher training and proposes some suitable methods to train primary school teachers. Training primary school teachers is essential for them to update their knowledge and skills in teaching, as well as to improve their classroom management and build good relationships with students and parents. However, the current situation of teacher training still has many limitations, such as a shortage of resources and funding to organize in-depth training courses. The article concludes that training primary school teachers is very important and plays a decisive role in the quality of education at the primary level. There is a need for careful investment and development of suitable methods to help teachers improve their skills and enhance the quality of teaching.

Keywords: Training, teachers, primary school, training methods.

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INTRODUCTION

Primary school teacher training is an essential process that prepares individuals to become effective educators and leaders in early childhood education. It involves a range of theoretical and practical learning experiences that enable aspiring teachers to develop the skills, knowledge, and competencies required to create a positive learning environment and promote the intellectual, social, and emotional development of young learners.

The training process involves a combination of classroom-based instruction, practical teaching experiences, and fieldwork. It covers a wide range of topics, including child development, pedagogy, classroom management, curriculum design, assessment, and educational technology. Additionally, primary school teacher training programs aim to instill a deep understanding of the social, cultural, and ethical aspects of education, and how these factors influence the learning outcomes of children.

The role of primary school teachers is critical in shaping the future of young learners and society as a whole. As such, primary school teacher training plays a vital role in developing the next generation of educators who will help children reach their full potential.

Primary School Teacher Training Methods

Teacher training methods and forms are ways, paths, and methods of organizing teacher training activities to implement the determined training contents to achieve the initial goals and tasks. If we consider teacher training activities as a process, then methods and forms are also seen as a part of that process. It is determined by the training contents and originates from the goals and tasks of teacher training. In essence, teacher training methods and forms will determine the management and coordination of the management subject (education management levels) and the managed subject (teachers), as well as the ways of organizing training activities for teachers.

In current educational practice, teacher training activities are organized according to the following two basic paths:

Firstly, Regular Training

This is the most common path today. This form of training is very specifically and detailedly expressed in Circular No. 17/2019/TT-BGDĐT dated November 1, 2019, of the Ministry of Education and Training on issuing the program for regular training of local education and training administrators. The organization of training in this form has the following characteristics.

Training activities are systematically and uniformly organized by education management levels from central to local and schools. It ensures relative uniformity of content and methods nationwide and locally.

The form of regular training for teachers has been implemented for many years, which has initially helped support and prepare the teacher team with necessary conditions (training in qualities and abilities) to fulfill the annual teaching and education plan of the whole sector.

The responsibility for organizing teacher training is mainly delegated to the Department of Education and Training and the Education and Training Division of the localities to direct, organize, implement, and evaluate. Local education management levels are responsible for reporting the results of teacher training to the Ministry of Education and Training.

The training period for teachers mainly takes place during the summer vacation (usually from July to August of each year). Some additional training activities will be organized on the basis of and in accordance with the rules and will not affect other school and student activities. Usually, it is once per academic year.

The organization's budget is taken from the budget for the education and training sector; there is little socialization or participation from other sources.

The second form of training

There are different perceptions about the forms of professional development:

Regular professional development is often organized under a system that is unified from education management levels to each individual teacher. However, self-improvement values personal characteristics and preferences of each teacher. In specific conditions and circumstances, each individual will choose different ways to implement self-improvement. For example, if Teacher A recognizes that their ability to apply information technology in teaching is weak, that teacher will proactively engage in self-improvement to enhance that skill. Therefore, with regular professional development, teachers must comply with strict management and guidance from education management levels and principals, while with self-improvement, teachers are completely proactive in selecting content and forms of self-improvement for themselves.

Some people argue that self-improvement is a supplementary form of regular professional development because regular professional development provides guidance for teachers to self-improve at school and during convenient times. Therefore, it is difficult to

distinguish these two forms of professional development. In reality, they are closely related and complementary, intertwined and interwoven.

Others believe that self-improvement will promote the high level of proactivity, positivity, and creativity of each teacher because it truly originates from the motivation and needs of that teacher. Therefore, the effectiveness of self-improvement is much higher than that of regular professional development organized by education management levels. Therefore, they consider self-improvement to be a higher level of professional development than regular professional development.

In addition, some education managers believe that self-improvement has a very good effect because it originates from the motivation and needs of each individual. However, it is difficult to implement in a synchronized and unified manner for all teachers the policies, directions, and large plans of the entire education sector, locality, and each school. The above perceptions and opinions require scientists and education managers to have objective and accurate perceptions to coordinate these two forms of professional development to organize professional development activities for teachers in the most effective and scientific way.

The article proposes several suitable methods to train elementary school teachers, including: organizing short-term and long-term training courses to help elementary school teachers update their knowledge and teaching skills; creating opportunities for elementary school teachers to participate in scientific research activities, motivating them to develop their abilities and creativity in their work; building an evaluation system for the results of elementary school teacher training, helping to assess the effectiveness of the training process and motivating elementary school teachers to strive for improving the quality of teaching.

Results of primary school teacher training

The results of primary school teacher training are reflected in the products obtained from the training activities after they are completed. The products of primary school teacher training activities are the most objective reflection of the actual situation. The evaluation of the results of primary school teacher training is analyzed and compared with the initial objectives and tasks by the managing entities. If the results of primary school teacher training are greater than or equal to the set objectives and tasks, then the training activity is considered effective and successful. Otherwise, it is considered a failure of the primary school teacher training activity.

The products (or results) of primary school teacher training are demonstrated through the following specific criteria:

The new knowledge, skills that primary school teachers receive and complete after participating in the training.

The ethical qualities, consciousness, attitudes, and responsibilities of primary school teachers are completed and improved during the training process.

Progress and plans ensure as expected by the managing entities.

The correct and sufficient disbursement according to the financial regulations for teacher training activities.

The active participation of educational management levels, schools, relevant units, and organizations in primary school teacher training activities.

CONCLUSION

The results of primary school teacher training are the product of the training activities, reflecting the movement of all the components and departments of the training activities. Thus, training activities can also be seen as a structured system with interconnected and complementary components that regulate each other. The research results emphasize the importance of training primary school teachers not only to improve teaching quality but also to create a better learning environment, ensuring comprehensive development for students and society. Investing in primary school teacher training is not only the responsibility of the government and educational organizations but also the responsibility of the entire society to bring a better future for future generations.

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