General Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets Including Vietnam - and Some Pedagogy Psychological Issues

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ABSTRACT

Teachers at all levels in Vietnam: nursery, elementary, high school, colleges, universities need general solutions for enhancing quality, both from internal side such as teachers or lecturers themselves, and from external sources (such as: agencies, Ministry of Education, government, etc.).

This paper basically uses qualitative analytical method, synthesis and inductive methods combined with dialectical materialism method.

Authors will propose several proper solutions regarding to capabilities and skills for teachers (including listening and understanding, and teaching skills). They are people with deep knowledge in specific fields and can train or teach other people.

Our study will be foundations for further researches and solutions for teachers and lecturers in emerging markets including our country Vietnam.

Last but not least, our study also addresses some pedagogy psychological issues in our society.

Solutions need to come from both teachers side and other agencies side, Ministries and government.

Introduction

First we need to have a quick look at concepts regarding to:

Teacher: is a person capable, qualified in a certain field that is considered to be able to guide and teach others.

- Lecturers: are people in charge of teaching and educating in colleges and universities

- Student: is the person who is studying at the educational institutions of the national system, and the student at the university college is called the student. []

- Game: are people who go to school.

- Self-image: is how each individual envisions himself as a person and we follow that action. It is not available when people are born, but is gradually formed by the treatment and reactions of those around you (parents, relatives, friends, teachers, colleagues......) and my experiences of success or failure. The concept of yourself can change over time if there is a change in the behavior of those around you and your own experiences.

- Social position: is the position that a person or a group of people hold in the relationship, relationship with others. []

- Social role: is the type of behavior and activities that a person or a group of people needs to perform in accordance with their social position.
- Attitude: The attitude in this work is understood to include the following characteristics:
Certain state of mind and nervous system
+ Show a willingness to react
+ Organized
+ Based on previous experience
+ Has influence on control and behavior.
- Behavior: all the reactions, the application of a person's appearance in a particular situation.

Then, this study will analyze and suggest solutions to enhance warm-hearted teachers, and good teachers will create good students. The pride and happiness of the teacher is to train all classes of students to mature and promote the right person.

Felder and Brent (1999) concerned with the applicability of TQM to teaching, as opposed to academic or research program structure and administration. The authors first consider how an instructor can improve the quality of instruction in an individual course, and then they explore the more difficult question of how an academic organization (a university, college, or academic department) can improve the quality of its instructional program.

Then, Zeleeva et al (2016) mentioned the importance of psychological and pedagogical support for students in university that would prevent difficulties in learning activities and increase adaptive capacity through the development of relevant personal traits. The key approach to the study of this problem is the system-activity approach, which allows to introduce training activities as a collaborative work with one of its members (the student) gaining experience and others creating facilities for it. The article describes the developed and implemented model of psychological and pedagogical support for student adaptation to educational activity in high school with a key role of tutoring program.

So, our paper organized with introduction, literature review, methodology, discussion and conclusion.

Literature Review

Previous Studies

First, Jusuf (2005) said the good potential students prefer to enter the other profession than enter the teaching profession, while the qualified experienced teacher, draw away from teaching profession and then enter the other profession that ensure better welfare whenever they have the opportunity for doing that.

And Mahani and Molki (2012) opined that teachers are encouraged to collaborate with their colleagues and engage in action research in order to tackle issues specific to their classroom practices and teaching. Some examples of action research in educational settings include educators who wish to undertake research in their classrooms or schools for the purpose of improving teaching, to test educational theory, or to evaluate and implement an educational plan.

Next, Mincu (2015) said teacher quality is especially pertinent for underperforming students, while school improvement is much more likely to emerge through collective capacity building. More specifically, author argue that research-derived knowledge is key to ensuring both effective learning processes and whole school improvement.

Then, Rout (2017) stated Various problems of teacher education namely, defective curriculum, use of traditional methods, defective selection procedure, negative attitude of pupil-teacher, lack of proper infrastructural facilities, isolation of teacher education, lack of facilities for the professional growth of teacher educators, neglect of in-service training, inadequate empirical research, commercialization in private sector, imbalance in supply and demand, quality crisis, poor integration of skills, mismatches between teacher educator and teacher trainees, incompatible modes of education have been dwelt on this paper. Some measures for improving quality of teacher education namely, reorganization of course, innovations, development of positive attitude of pupil teacher, removal of isolation of teacher education, close

down of inferior quality of institution, emphasis of in-service training, open and distance learning, improve of evaluation and monitoring programme, good research work, proper selection procedure, provide good infrastructural facility, use of ICT for school education have been discussed.

Thuy Dung Vu Thi, Tran Nguyet Minh Thu, Dinh Tran Ngoc Huy and Nguyen Thu Thuy (2021) specified that Ho Chi Minh has proposed the need for education in the nation, i.e. the country need new education perspectives and programs, in which human education is placed in the centre. Western culture, on the other side, has impacted on Vietnam education from kindergarten level to universities. It will have both positive and negative sides. More independent, more active thinking and creativity are values proposed in Western education to transfer to Asian education.

Last but not least, Le Thi Thanh Huong, Do Thu Huong, Dinh Tran Ngoc Huy, Nguyen Thu Thuy (2021) also stated that Nowadays, number of students in emerging countries such as Vietnam, they lack of practical experience and research skills, are still increasing and questionable. Not only they need team work, foreign language and IT skills, but also we need to equip students with research skills.

Conceptual Theories

Every social action has meaning. Act can only understand when detecting the meaning that the subjects attach to their activities. Meaning directing actions but at the same time form actions. With Max Weber, social action is the act of an individual to which the individual attaches meaning to that action, taking into account the behavior of others., in such a way that directs to that sequence of actions. An action that one individual does not think about, regardless of existence and possible reactions from others is not a social action.

- Criteria: are rules of conduct that are specified, they create standardization, conditions for the repetition of actions and therefore action expectations can exist. Social norms become the external, limiting the human will in their relationship to each other. Criteria that create frameworks for action, standards that express common when individuals act on known and accepted standards and rules, these normative standards are called standards. social ink. Social norms are adopted in the process of socialization. The reinforcement of norms leads to the formation of social roles and types of action.

- Values: are the basic principles that guide action, they are the conceptions, attitudes and desires, about the leading concepts in culture, religion, morality and society. Standards can function only when the most important norms for social action are linked, when they are pursued as valid in a moral sense.

Methodology

The method used in this research is qualitative analysis, synthesis and inductive methods and explanatory research. The analysis process was carried out by using historical information and with historical and dialectical materialism methods.

Main Results

Solution to Improve the Quality of Lecturers

On the faculty side: constantly self-study, self-improve knowledge, professional competencies and qualities, say no to negativity and disease achievement in education. In addition to the capacity of teaching and scientific research, it is necessary to focus on improving other capacities such as: critical capacity, independent thinking capacity and problem solving (or problem solving capacity). pedagogical situation). To improve the capacity of criticism, on the one hand, teachers need to focus on the development of pedagogical skills including listening comprehension skills, analytical skills to synthesize research issues and questioning skills. questions or critical questions, on the other hand, teachers need to update and perfect their knowledge related to the field of teaching, the field of study or the training profession. To develop the capacity of independent thinking requires teachers first to

have a visionary attitude, a desire to explore, explore and explore new areas in research or teaching interests, and then have the ability to think dialectically consider problems in a state of independence or in reciprocal relationships, the interactions between problems or things, phenomena together, the factors that constitute or affect the formation of the subject or the phenomenon.

It also requires teachers to be enthusiastic, passionate about the profession and uphold the spirit of science, the desire to learn the scientific world. In order to improve the problem-solving capacity, teachers must constantly strive to improve their pedagogical skills, focus on improving the quality of education in charge, curriculum and training quality. students, have a learning attitude and a progressive spirit, are dissatisfied with the present, in addition to absorbing experiences from previous generations.

Solutions from Ministries and Universities

- On the side of the Ministry of Education and Training: based on the assessment of the quality and suitability of the faculty in the industrialization and modernization of the country in the current context and the development trend in the future. continue to improve the quality of foreign Master and PhD programs and projects trained with budget funds, evaluate the effectiveness and continue to improve the quality of programs and projects for selective training association. choose with reputable foreign partners.

- On the side of Universities: Universities continue to focus on sending lecturers to participate in training programs, domestic and foreign courses, in association with Pedagogical University, University of Social Sciences & Humanities and prestigious universities to organize short and medium-term training courses to improve pedagogical skills and the quality of teachers. trying to improve the quality of training programs for trainers, in which focusing on training to improve the capacity as well as the quality of teachers.

Dange and Siddaraju (2020) stated that Quality of education in present educational system gets permeable due to lack of updated competency formation and training. A teacher is supposed to teach not only the syllabus but also life skills and values which enable the students to find out good path in the society by distinguishing the right and wrong and to treat equally in the society.

Discussion

Education is a social phenomenon, this process takes place within the framework of the teacher-student relationship (between individuals and individuals). For a long time, sociologists in countries of different socio-economic regimes have studied educational problems with the knowledge systems and methods of sociology, having contributed to the world many merits. The research program is of great value in the field of education, effectively supporting the theory and practice of education.

In addition, the teacher's ethic is to use self-criticism and criticism to promote more and more strengths and to correct shortcomings; is humble, honest, honest, doesn't take advantage of the so-called "tutoring, extra classes" in a rampant way to collect money from students' parents in an unreasonable way. The morality of the teacher is also reflected in his pedagogical style, respect and fondness for students. In order to train and educate generations of students who are capable and qualified for international integration, teachers and teachers must have specialized scientific knowledge. If the revolutionary ethics and political qualities are the "basic roots" of the teacher, then specialized scientific knowledge is the most basic condition for the teacher to successfully perform his function.

Looking at below figure, we will see challenges for VIetna labor market during EVFTA:

Background	Educational issues for laborers
In addition, in Vietnam, the issue of the use of child labor is not common, but in informal and rural areas, this phenomenon is still occurring. According to the statistics of the Ministry of Labor, Invalids and Social Affairs in 2019, the total number of children nationwide is 26.37 million, of which 1.442 million children are exploited (including using child labor. against the law). There are many shortcomings in the control and handling of child labor-related violations, especially in the informal economy, in which the detecting and intervening capacity of authorities, especially Local authorities and labor inspectors are limited. Vietnam also faces difficulties such as limited awareness of families and children, employers and labor brokers, and lack of understanding of laws and policies related to child labor.	Train child labor to protect themselves, and to have enough knowledge to work
Awareness of parents, families, children, employers and labor brokers on child labor is still limited. Poverty is still considered the main reason leading to children's participation in economic activities and thus leading to the risk of child labor in contravention of the law. Resources for investment and funding allocation for the implementation of child labor prevention and reduction programs are limited from the central to local levels. Some localities do not allocate or allocate very limited funds to implement the program. The child protection service system is incomplete and inconsistent, so the implementation and implementation of the Program still face many difficulties...	Create jobs for child labor and teach them to follow labor laws
The signing EVFTA will open up great opportunities for the Vietnamese economy but also create great challenges for the labor market. The business characteristic of European enterprises is based on technology, so the labor requirement of these enterprises is not simply cheap labor, but requires skills and expertise. However, the current quality of Vietnamese labor generally does not meet the development requirements of businesses in the context of international integration and Industry 4.0.	Laborers need to improve computer skills during industry 4.0

(Source: Huy, D.T.N., Van, P.N., & Ha, N.T.T. (2021), Education and computer skill enhancing for Vietnam laborers under industry 4.0 and EVFTA agreement, Elementary education online, 20(4)).
Figure 1. Educational issues for Vietnam laborers

Some Pedagogy Psychological Issues

Several pedagogy psychological issues in our society including but not limited to:

For kids, pupils or students at all levels, environment, technology (movies, internet, mobile…), society and family and groups of friends are those main factors that affect their psychology and characteristics.

The second factor is globalization and integration of education which receive impacts from overseas and foreign countries.

Beside, Convergence theory of two factors: Those who consider this viewpoint that: The interaction between two genetic factors and the environment directly determines the development process, in which genetics plays a decisive role and the environment. School is the condition to make the predetermined psychological characteristics come true.

There are both positive and negative sides (for instance, school and family violence, illegal motor racing, marriage before mature, etc.) of effects of these above elements. And we need solutions to mitigate negative aspects of these effects.

Conclusion

Vietnam education is on the way to integrate with global education and it has to keep own good features.

This study discuss roles of teachers and solutions to enhance quality of teachers. Also more cooperation and training programs will be exchanged across colleges, schools and universities, in domestic and international.

Dinh Tran Ngoc Huy, Pham Ngoc Van, Nguyen Thi Thu Ha (2021) also mentioned that Vietnam labor market need to be trained more to increase higher competitiveness compared to other Asian countries. Their skills such as group work, individual and computer capabilities need to be improved during and to prepare for jobs in EVFTA.

Thuy Dung, V.T. et al (2021) also said Employment after graduation is always an issue that is of concern not only for students but also for families, schools and society. Having a job in the right career training is always a dream of most not only for graduate students but also for those who are still sitting on university lecture chairs. In universities in Vietnam, this is a challenge issue for schools and businesses to find out solutions for increasing employment ratio of students after graduation.

Therefore, it puts responsibilities for our teachers and lectures in order to prepare for our pupils and students knowledge, tools and strengths to enter globalization and international environment.

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