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Enhanced compatibility of teaching programs in pedagogical sectors with the new general education program: Viewing from the case of the Tay Nguyen University

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Abstract---To meet the requirements of the new general education program, the Ministry of Education and Training as well as schools and educational institution has taken many measures to improve the adaptive capacity of teachers. As one of the universities offering pedagogical training - additional human resources for the new General Education Program - Tay Nguyen University has taken many measures to improve the quality of training in various fields of Pedagogy. In general, the pedagogical training programs of the University have made initial adjustments to meet the requirements of educational innovation. However, there are still shortcomings that need improving the compatibility of the training program with the new General Education Program.

Keywords---compatible, teaching programs, pedagogical sectors, new general education program

Introduction

On December 26, 2018, the Ministry of Education and Training issued the new general education program together with Circular No. 32/2018/TT-BGDĐT - New General Education Program (hereinafter referred to as the 2018 General Education Program). To do well in a new program, it must start with the teacher. Therefore, building and fostering a team of teachers to meet the requirements of the new program is the "command" of practice. It not only sets requirements for innovation from high schools but also requires universities with pedagogical training in building teacher training programs that must be compatible with the

educational program. 2018. The ability to adapt to job requirements according to the general education program of pedagogical students after graduation is a practical measure for the training quality of universities, including the Tay Nguyen University.

Research Methods

Research purpose: Based on the practical survey, we propose some solutions to improve the compatibility of the pedagogical training program at Tay Nguyen University with the general education program in 2018. Research Methods: We have used research methods such as: synthesizing and analyzing documents on general education programs in 2018, pedagogical training programs, and documents on pedagogical training implementation activities of the Tay Nguyen University. The data used in this article are mainly secondary data collected from survey reports on training activities of the University. Main content: Research on some requirements of the 2018 general education program for teachers; Survey the current situation and propose solutions to improve the compatibility between the pedagogical training program at Tay Nguyen University and the general education program in 2018.

Application: The research results are the theoretical and practical basis, which can be used as a reference for lecturers and training units of Tay Nguyen University in renovating and improving the program training pedagogical disciplines, contributing to improving the quality of human resources to serve the educational reform process. Novelty: Studying the pedagogical training program of Tay Nguyen University from the perspective of the new general education program to analyze the suitability between the training program and the requirements of practice.

Literature Review

Studies on training quality and the response of training programs to practice have been carried out by many domestic and foreign authors from a very early. Research abroad can include the study of Cheng and Tam (1997). In general, the authors emphasize the quality of training in terms of inputs, processes, and outputs of the education and training system. Areti Stavropoulou¹ et al (2014) researched the issue of evaluating training programs and the appropriateness between the training program and the adaptability of learners as well as the requirements of society (Areti & Theodora, 2014). In the country, the study evaluates the output of the training program through the degree of meeting the output standards of the students preparing to graduate (Hung, 2017); research on the development of teacher training and retraining programs to meet the requirements of Vietnam's general education reform (Tu & Hanh, 2017). Research on the current situation and measures to improve the quality of the primary education program of Northwestern University (Hien & Thanh, 2020). The above studies have mentioned many aspects of improving the quality of training associated with the requirements of the labor market. That is the basis for us to refer to when doing this research. A new point in our research is to study the compatibility of the pedagogical training program with the general education program in 2018 in a specific case, Tay Nguyen University.

Results and Discussions

New requirements of the 2018 general education program for teachers

Pedagogical students - the product of the training program - are an additional force for the future team of teachers. Therefore, studying the compatibility between the pedagogical training program with the general education program in 2018 must begin with the study of the new requirements of the Program for high school teachers. Compared with the general education program of 2006, the general education program of 2018 has both inherited and developed the advantages of this program and overcome its limitations and inadequacies of this program. It can be said that the cross-cutting thought in the 2018 general education program is to switch from an education that is heavy on knowledge transmission to an education that comprehensively develops students' qualities and abilities. This transformation also poses new requirements for the teaching staff implementing the program, requiring teachers to be proactive, and creative and change their working methods. That is specifically demonstrated through the following requirements:

- *Required from innovation in educational planning*

Implementing the 2018 general education program, the development of teaching plans of the School and teachers is no longer a stereotyped implementation of a pre-designed general plan for each period, but a flexible implementation. Teachers, professional groups, and schools research new programs, depending on the conditions of each school and each locality to develop an educational plan.

The design of elective subjects in addition to the compulsory subjects in the high school program allows students to choose subjects according to their interests and forte. This is the progress of the general education program in 2018. It allows schools and teachers to be more active in building subject complexes, but also requires more responsibility and also requires more creativity.

The development of educational plans of schools and teachers according to the 2018 general education program is also reflected in the selection of textbooks for each school year. The 2006 general education program has only one set of official textbooks nationwide from grade one to grade 12, developed by the Ministry of Education and Training and exclusively published by the Education Publishing House. However, at present, capable organizations and individuals can participate in writing textbooks. The choice of books will be decided by students, parents, and teachers. Schools also don't have to choose a whole series, they can choose multiple books from different series. Thus, teachers also

- *Required from the innovation of teaching content*

If in the general education program 2006, textbooks are compiled by period, teachers only need to follow the knowledge available in the lessons, in the general education program 2018, the program only sets output standards, and requirements to be met; Textbooks compiled by topic, knowledge circuit. Not only a change in the approach to content in subjects, but the 2018 general education program also has several new educational subjects and activities or with new names. Specifically: Informatics and Technology,

Foreign Languages, Experiential activities at the primary level; History and Geography, Natural Sciences at the Middle School Level; Music, Fine Arts, Economic, and Legal Education at the High School Level; Experience and career guidance activities at the junior high and high school levels. The above subjects in the general education program in 2006 were also taught, but now they have been designed, organized, re-named, and added with many new teaching contents. In particular, experiential activities were included in the 2018 general education program as a compulsory educational activity, demonstrating innovation in the goals, contents, and methods of educating students in high schools, communication and is substantially different from the extracurricular activities in the current educational program.

To adapt to the above change, changing the creative approach to improve the initiative in designing and organizing educational and experiential activities in high schools has now become a task urgent duties of the teacher.

- *Required from innovation in teaching methods*

In the 2018 general education program, with the perspective of shifting from imparting knowledge to forming qualities and capacities for learners, the educational method will no longer teach one-way knowledge transmission, teachers and students listen, and the teacher reads students' copies as tradition. Teachers need to focus on teaching students the method of self-study and self-study, spend more time in class for students to practice, practice, present and discuss, and defend their learning results so that teachers will synthesize knowledge, evaluate, and conclude for students to continue, receive and apply. Through learning projects, teachers become program designers and students collaboratively solve problems. Students are subjects of the learning process, through activities that reveal and practice their abilities and qualities.

- *Requirements from innovation in testing and evaluation methods*

In the 2018 general education program, the assessment is geared toward individualization according to the ability of each student. The methods of testing and assessment will also change to the educational goals and methods to support education to achieve the set goals. Do not compare students with each other, but combine tracking and assessing progress with each student. Teachers must conduct regular assessments of all students in various forms such as observational assessments of the above activities in class. That requires the teacher to have a plan with clear, scientific, and specific assessment criteria for each student.

The reality of renovating the pedagogical training program at Tay Nguyen University to adapt to the new general education program

Tay Nguyen University is a multidisciplinary school with 36 undergraduate majors. Which, 11 pedagogical branches are currently being trained in 4 faculties: Faculty of Pedagogy, Faculty of Foreign Languages, Faculty of Natural Science and Technology; Department of Political Science. Based on the requirements analyzed in Section 4.1, we study the compatibility between the pedagogical training curriculum and the 2018 general education program with the following main contents:

Adjustments to adapt to the curriculum innovation of the 2018 general education curriculum

From a general perspective, in the past years, to meet the requirements of the general education program in 2018, the pedagogical training programs of Tay Nguyen University have had many appropriate adjustments, built scientifically, systematically, and updated according to the requirements of the general education program in 2018. The results of the survey of employers show that the majority of employees are satisfied with the content of the training program of the University.

Table 1
Employers' opinions about the school's training program

Unit: %

No	Content	Dissatisfaction	Unsatisfied	Normal	Satisfied	Very satisfied
1	Up-to-date training program content	0.0	0	20.0	32.0	48.0
2	The curriculum is designed with subjects that are integrated and mutually reinforcing	0.0	0.0	12.0	48.0	40.0
3	The training program demonstrates a balance between basic and specialized knowledge	0.0	0.0	4.0	56.0	40.0

(Source: Tay Nguyen University. (2021). Report on survey results to collect opinions of alumni, and employers on training quality and training program of the University in 2021 – Report No. 23 / BC-QLCL dated December 12, 2021)

The survey results show that the majority of employers are satisfied with the content of the training program. The balance between basic industry knowledge and specialized knowledge in training programs of the University is most appreciated with the rate of 96% answering that they are satisfied and very satisfied, other criteria this rate also 80% or more. From a specific perspective, we study the innovation reflected in the goals, outcomes, and content of the training program. First of all, about the goals and output standards. On average, every two years, the University deploys the adjustment of the training program (including objectives and output standards) and is publicly announced to ensure the commitment of the training institution to the organization, learners and society in terms of training quality, meeting social needs, for socio-economic development in the Central Highlands region in particular and the country in general. When developing output standards, the University and faculties with pedagogical training disciplines are based on practical conditions and opinions of stakeholders (lecturers, students, employers...). That helps the output standards of pedagogical disciplines to be regularly updated, meeting the requirements of teachers' competency standards and the needs of the labor market.

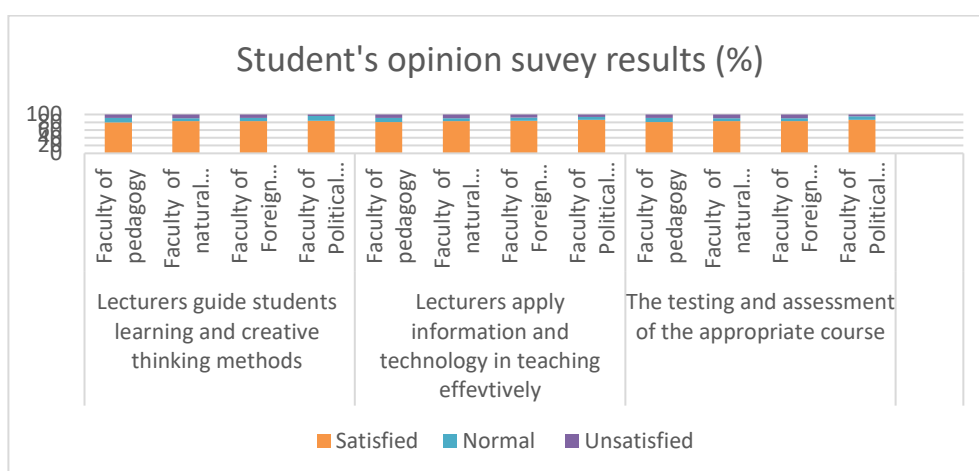
For post-graduation working positions, the output standards of some pedagogical disciplines have adjusted the names of some subjects to suit the general education program (for example, in the Education program) political education, post-graduation working position: change from teaching civic education to economic and legal education). The requirements for organizing independent and creative educational activities are also emphasized in the industry output standards. Second, about the content of the training program. In line with the change in the content of some subjects in the 2018 general education program, the Departments have also supplemented and adjusted several course contents. Many modules of training programs have also added or adjusted their names and contents to match the teaching content of the 2018 general education program. For example, in the primary education program, the module Practice organizing activities outside of class time, practice teamwork, and children's stars have been replaced by the module organizing experiential activities in primary school (Tay Nguyen University, 2021). This is a timely adjustment when the Experiential Activity becomes a compulsory educational activity at the primary level according to the 2018 general education program.

In particular, with the subject having its name adjusted and having many contents. new in high schools such as Economic and Legal Education (formerly Citizenship Education), the student training program has also removed 5 modules designed according to the old program, replacing them with 2 The module is designed according to two cross-sectional knowledge areas of the Economic and Legal Education program: the Economic Education module in high schools and the Legal Education module in high schools (Western University of Technology). Nguyen, 2021). Besides, activities to practice skills in organizing practical experience activities are also focused on fostering through extracurricular activities, ensuring to provide students with the necessary knowledge and skills to organize organizing experiential activities at the high school level. Not only is the content adjustment or the replacement of modules, in 2022, the University also enrolls a new major to provide human resources for integrated teaching in high schools: Natural Science Pedagogy. However, advanced courses, integrated teacher training... according to the new program.

Adjustments to adapt to the innovation of teaching, testing, and assessment methods of the 2018 general education program

In most pedagogical training programs of Tay Nguyen University, there are modules on teaching methods, testing, and assessment. In recent adjustments, the contents of these modules have all been updated with new requirements on teaching methods, testing, and assessment according to the 2018 general education program. Positive and new requirements on assessment are always focused on fostering for students. In addition to the content learned in the modules in the block of methods and pedagogy, in many training programs, there are also separate modules on active teaching methods such as the module using active teaching techniques poles in primary school mean teaching techniques, and application of information technology in teaching... (Tay Nguyen University, 2021).

The training of teaching methods, testing, and assessment for pedagogical students, is not only carried out in specialized modules but also through the practical implementation of the lecturers themselves at all levels courses. When in the role of learners, students themselves experience positive forms of teaching, testing, and evaluation, and they will better adapt to the requirements of innovation in testing and assessment methods acting as a teacher in the future. Right in the detailed outline of the modules of the training program, the forms of teaching, testing, and assessment have been diversified and richly designed in the direction of promoting students' creative ability. Every year, the Quality Management Department surveys the feedback of students after finishing the course with very specific criteria to evaluate the lecturers (including such contents as Pedagogical style, content, etc.) teaching, methods of organizing teaching activities, testing, and evaluation...). The percentage of students who are satisfied with active teaching methods and testing and evaluation methods is quite high.



Source: (Source: Tay Nguyen University. (2021). Report on survey results to collect opinions of alumni, and employers on training quality and training program of the University in 2021 – Report No. 23 / BC-QLCL dated December 12, 2021)

According to the survey results of students in 4 faculties with pedagogy, the satisfaction rate with positive teaching methods and developing creative thinking are over 80%. This ratio is similar to the criteria of the appropriateness of the examination and evaluation. Besides, in the documents on training activities of the University, there are regulations on the regular review and evaluation of the teaching process; the assessment of student performance, teaching and learning methods, and methods of assessing student learning outcomes to ensure compatibility with output standards.

Adjustments to accommodate innovation in educational planning

As analyzed above, the 2018 general education program requires a higher level of initiative, creativity, and independent functioning of teachers. To adapt to this, even in the design of output standards, in the context of autonomy and

responsibility, many training programs have emphasized the ability to organize educational and experimental activities, according to the requirements of the 2018 general education program. This output standard is also reflected in the modules. Many modules are adjusted in the direction of highlighting the requirements of assessing students' self-study ability. Especially, since 2018, in the training programs of the University in general and in the pedagogy in particular, the soft skills module has been included in the program as a compulsory module. In this module, the skills of teamwork, positive and creative thinking skills, work organization skills, and time management... are all taken on by dedicated lecturers, ensuring the integrity of the course intensive and suitable for each student group [8]. That is the basis for students to practice planning skills independently, proactively, and adapt to changing conditions and working environments in the future.

Problems exist

In general, the renovation of the pedagogical training program at Tay Nguyen University has been relatively complete in all aspects, preparing a roadmap to provide human resources for the education sector. However, from the perspective of adapting to the 2018 general education program, the development and implementation of the training program still have some shortcomings:

The consultation of stakeholders when developing output standards is usually conducted by specialized groups of each sector to conduct separate surveys. The general surveys conducted by the University are mainly in general form for all industries. The school has not had in-depth surveys on the output standards of the pedagogical sector under the general education program in 2018. That adjusts the output standards of the pedagogical branches not systematic and interconnection. The addition and adjustment of modules in the training program according to the requirements of the 2018 general education program have not been implemented synchronously in all branches. In particular, the modules related to the organization of experiential activities have only been included in the training program of some disciplines while this is a mandatory activity in the 2018 general education program.

Besides the lecturers who regularly innovate teaching methods, there are still some lecturers who mainly only apply traditional methods. Right in the results of the student survey (chart 1), the rate of dissatisfaction when asked about the active teaching method of the lecturer partly reflects this practice. According to the survey results, only in the Faculty of Political Science, did the rate of dissatisfaction account for 4%, and the rest of the faculties were at about 9 to 10%. For many lecturers, the improvement of qualifications often does not mean improving teaching effectiveness in a positive direction, still in the direction of the teacher as the center. Because, if only focusing on improving the knowledge of the lecturer (including the knowledge of active teaching methods), the change will mainly take place on the part of the teacher. The design and use of Rubrics in the assessment have been implemented by the University for many years but have not been implemented synchronously in practice. While the majority of lecturers have done it, there is still a part of lecturers who have not evaluated based on the criteria built in the Rubric.

Solutions to improve the compatibility of the pedagogical training program at Tay Nguyen University with the general education program in 2018

To promote the positive side, limit the shortcomings of training programs, and meet the requirements of reality, it is necessary to implement many solutions synchronously. Within the scope of this article, we mainly aim at solutions to overcome the shortcomings of the training programs mentioned above.

- *Firstly, about the output standard*

The development of an appropriate output standard is a particularly important requirement for the pedagogical training program to adapt to the general education program in 2018 because it is the first basis for designing the next content of the curriculum education program. In the coming time, specialized units need to regularly update new requirements and problems arising in the implementation of the 2018 general education program to adjust the output standards accordingly. In particular, with the characteristics of being located in the Central Highlands, the pedagogical training branches of the University need to update the requirements for local educational content in the output standards.

The Quality Management Department should cooperate with units with training in pedagogy to conduct in-depth surveys to synthesize the opinions of alumni and employers about the response of graduates from the University for the change of the general education program in 2018. Currently, the University's surveys are conducted mainly through online ballots. That makes data collection convenient and systematic, but it also easily leads to the situation that the survey results do not fully reflect reality when many surveyed people give vague answers. We suggest that additional surveys in the form of in-depth interviews are needed to collect more complete information from practical requirements, as a basis for updating the output standards of industry training programs.

- *Secondly, about the system of modules in the training program*

Currently, in the curriculum, some pedagogical disciplines have not yet fully adjusted and supplemented the necessary modules to ensure high responsiveness to the 2018 general education program. In particular, an important new point in the curriculum. The general education program 2018 is experiential activity. However, at Tay Nguyen University at present, only a few pedagogical training programs (such as Physics Pedagogy, Primary Education, and Primary Education in Jrai language) have supplemented the module on the organization of experiential activities creation. Other pedagogical training programs only integrate some content into the professional modules or extracurricular activities [8]. We propose to add the module organizing creative experiences as an independent and compulsory module in the training program for all pedagogical disciplines of the University. Because, with the 2018 general education program, experiential activities from being an activity outside of class time into a compulsory educational activity, with textbooks, lesson plans... Therefore, in the training program in the pedagogical sector, skills in organizing experiential activities should also be considered "hard" skills that need to be equipped for students.

Third, on teaching methods, testing and assessment

It can be said that, in recent years, the innovation of teaching methods of teachers has met the requirements of educational innovation. However, the 2018 general education program is built in the direction of developing learners' qualities and abilities instead of imparting knowledge as before. Therefore, in addition to training students on active teaching methods in the professional modules, there needs to be a more drastic and synchronous change in the teaching methods of the lecturers themselves all modules to ensure pedagogical students are fully experienced in an active teaching environment. Especially, for specialized modules, it is necessary to radically change the teaching method from knowledge transmission to activity design. Lectures of lecturers should be compiled according to the same activities as the implementation of new high school textbooks. Through activities, students will show their capacity, qualities, initiative, and independence in future work.

The school needs to have uniform regulations on the implementation of Rubrics assessment and have a mechanism to manage the use of Rubric in the evaluation of lecturers. Teachers need to learn how to organize and engage students in assessing their learning as well as each other. When participating in the assessment, students will have access to their self-study results from the evaluator's perspective. From there, students will self-identify inadequacies in their self-study activities to adjust in a positive direction. It is also a way for students to familiarize themselves with and equip themselves with assessment skills for future work.

Conclusion

To adapt to the 2018 general education program, in the process of reviewing, adjusting, and developing training programs for pedagogical disciplines, the pedagogical professions have constantly updated with new requirements on goals, output standards, and content training programs, and assessment methods. That has helped training programs accompany the innovation of general education. To continue to improve the compatibility of the pedagogical training program with the general education program in 2018, and to improve the quality of graduates, Tay Nguyen University needs to synchronously implement many solutions, which First, overcome the shortcomings in updating the output standards, supplementing educational modules and activities in line with the innovations in the content of the 2018 general education program.

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