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Providing pedagogical professionalism education for students to meet the requirements of innovation and enhance the teaching quality

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Abstract--The aim of this research is twofold: (1) to evaluate the process of pedagogical professionalism development among students at Hanoi National University of Education (HNUE), Vietnam, and (2) to identify effective strategies to enhance the quality of pedagogical professionalism education for HNUE students, in order to meet the demands of social innovation and elevate the standards of teacher training. The research approach involved conducting a survey to gather information on the current state of pedagogical professionalism education for students enrolled in the Faculty of Psychology and Pedagogy at HNUE. The participants of the survey were 95 male students, 108 female students, and 18 lecturers. Based on the findings, the research team proposed several solutions for implementation at HNUE.

Keywords--professional pedagogical skills, educational process.

Introduction

The process of social education contributes to the complex and diverse development of individuals, with formal educators such as professors having a

distinct impact from non-professional educators like parents and local communities (Fani Lauermann 2017; Louise Campbell 2019). UNESCO research highlights the changing role of teachers, including assuming more functions, taking greater responsibility for educational content selection, promoting active learning, and utilizing societal knowledge resources. Teachers should prioritize independent learning, improve relationships between teachers, students, and parents, and incorporate modern technology in teaching aids. The traditional prestige in teacher-student relationships needs to be replaced with a better connection structure, especially with older students and parents (Cerqua, A., Gauthier, C. and Dembélé, M. 2014).

Vietnam's economic and social development strategy focuses on education and training, combined with new technology to encourage human beings as the driving force of growth in economic, cultural, and scientific fields. Quality education leads to better industrialization and modernization processes, resulting in increased international integration. Therefore, professionally trained teaching staff is crucial for the future country's human resources (M.Q. Khanh 2020; H.T.L Huong 2019). As Vietnam accelerates its industrialization and modernization process, the teaching profession needs to adapt to modern requirements to meet national and international standards.

The quality of teaching and professional formation in practice is currently insufficient to meet societal and educational sector needs (M.Q. Khanh 2020; H.T.L Huong 2019; P.T.K. Anh 2019). M.Q. Khanh (2017) emphasized the importance of pedagogical professionalism for lecturers teaching bachelor's degrees in Educational Psychology and Education at higher education institutions. Theoretical issues in the formation of pedagogical professionalism for students at Vietnam's National University of Education have also been studied (M.Q. Khanh, et al., 2019). However, there is a need for further specialized research in pedagogical professionalism for pedagogical students to meet scientific and practical requirements and promote Vietnamese educational innovation.

Research methods

We conducted a survey to gather information about the current state of pedagogical professionalism education for students studying in the Faculty of Psychology and Pedagogy at Hanoi National University of Education (HNUE), Vietnam. A total of 203 students participated in the survey, comprising 95 male students and 108 female students. The students were divided into four groups according to their academic year, each group consisting of roughly an equal number of students. The first-year group (freshmen) had 50 students, making up about 24.6% of the total. The second-year group (sophomores) had the same number of students as the freshmen, also accounting for 24.6%. The third-year group (juniors) had the highest percentage among the four groups, with 52 students representing 25.6%. The fourth-year group (seniors) had 51 students, accounting for 25.2% of the total.

In the Faculty of Psychology and Pedagogy at HNUE, there are a total of 18 directors and lecturers, of whom 15 are female, accounting for 83.3%, and 3 are

male, accounting for 16.7%. We used a questionnaire as the survey method and created two similar opinion poll samples, one for students and the other for directors and teachers. After collecting, classifying, and analyzing the survey data, our research team made suggestions for improving the quality of pedagogical professionalism education for HNUE students in Vietnam. The aim of these suggestions is to meet the requirements of social innovation and to upgrade the standards of teacher training.

Results

Table 1a and Table 1b display the status of Pedagogical professionalism awareness within the Faculty of Psychology and Pedagogy in HNUE among the target group, which includes directors, lecturers, and students.

Table 1a
Survey on the awareness status of Pedagogical professionalism among students of, the Faculty of Psychology and Pedagogy in HNUE

Description	Level of agreement (%)		
	Disagree	Uncertain	Agree
Pedagogical professionalism only exists in teachers	30.5	13.3	56.2
Pedagogical professionalism has some similarities with the professionalism of general workers	10.3	18.7	70.9
Pedagogical professionalism is a distinctive quality of a teacher	7.4	14.3	78.3
Pedagogical professionalism is characterized by a particular work style based on high expertise and professionalism level	7.9	8.4	83.7
The teacher's Pedagogical professionalism has an impact on the quality of teaching and educating activities	3.4	9.4	87.2

Table 1b
Survey on the awareness status of Pedagogical professionalism among directors and lecturers working as a member of the Faculty of Psychology and Pedagogy in HNUE

Statements	Level of agreement (%)		
	Disagree	Uncertain	Agree
Pedagogical professionalism only exists in	30.5	13.3	56.2

teachers			
Pedagogical professionalism has some similarities with the professionalism of general workers	10.3	18.7	70.9
Pedagogical professionalism is a distinctive quality of a teacher	7.4	14.3	78.3
Pedagogical professionalism is characterized by a particular work style based on high expertise and professionalism level	7.9	8.4	83.7
The teacher's Pedagogical professionalism has an impact on the quality of teaching and educating activities	3.4	9.4	87.2

Table 2a and Table 2b present the results of a survey on the level of awareness among directors, lecturers, and students of the Faculty of Psychology and Pedagogy in HNUE regarding the specific elements associated with Pedagogical professionalism. Accurately identifying these features is crucial for defining the concept of Pedagogical professionalism and establishing a foundation for professional pedagogical activities.

Table 2a
Awareness of students at HNUE's department of Psychology – Education about the characteristics of Pedagogical professionalism

The characteristics of pedagogical professionalism	Degree evaluation (%)				
	Totally agree	Agree	Neutral	Disagree	Totally disagree
Pedagogical professionalism is formed and developed under the influences of objective and subjective factors	22.7	70.4	3.0	2.5	1.5
Pedagogical professionalism is formed and developed in a long process	36.5	48.3	8.4	5.4	1.5
Pedagogical professionalism contains both the general features of	32.5	48.8	10.8	5.9	2.0

professionalism in employees and particular qualities					
Pedagogical professionalism has an important role as it affects the quality of teachers' pedagogical work	43.3	43.3	6.4	5.9	1,0
Professionalism Pedagogy is constantly being advanced according to the development of individual careers, the standards of the occupation, in particular, and the requirements of society, in general.	50.7	39.4	5.9	2.5	1.5

Table 2b
Awareness of managerial staff and lecturers at HNUE's department of Psychology – Education about the characteristics of Pedagogical professionalism

The characteristics of pedagogical professionalism	Degree evaluation (%)				
	Totally agree	Agree	Neutral	Disagree	Totally disagree
Pedagogical professionalism is formed and developed under the influences of objective and subjective factors	61.1	38.9	0	0,0	0,0
Pedagogical professionalism is formed and developed in a long process	61.1	38.9	0	0,0	0,0
Pedagogical professionalism contains both the general features of professionalism in	61.1	27.8	11.1	0,0	0,0

employees and particular qualities					
: Pedagogical professionalism has an important role as it affects the quality of teachers' pedagogical work	72.2	27.8	0	0,0	0,0
Professionalism Pedagogy is constantly being advanced according to the development of individual careers, the standards of the occupation, in particular, and the requirements of society, in general.	72.2	16.7	11.1	0,0	0,0

The department of Psychology - Education at HNUE conducted a survey to assess the level of understanding of Pedagogical professionalism among its managerial staff, lecturers, and students. Pedagogical professionalism refers to the virtues that teachers demonstrate in their teaching activities, and it serves as a standard for identifying and evaluating professional teachers. The survey results are presented in Table 3a and Table 3b, which outline the specific aspects of Pedagogical professionalism that require greater awareness and attention.

Table 3a
Awareness of students at HNUE's department of Psychology – Education about the expression of Pedagogical professionalism

Feature	Degree evaluation (%)				
	Totally agree	Agree	Neutral	Disagree	Totally disagree
Making a plan	34.5	64.0	1.5	0.0	0.0
Sense of responsibility	45.8	51.7	2.5	0,0	0.0
Work-focused	54.7	42.9	2.5	0.0	0,0
Updating a regular basis on professional knowledge	54.7	38.9	6.4	0.0	0,0

Working independence, self-control, and a collaborative spirit	49.8	45.8	4.4	0.0	0.0
Disciplined attitude	55.7	40.4	3.9	0,0	0,0
Business etiquette	44.3	45.8	9.9	0.0	0,0
Communication and behavior	55.7	42.3	2.0	0,0	0,0
Suitable clothes	49.8	45.8	4.4	0,0	0,0
Relaxation in a sensible way	48.8	44.8	6.4	0.0	0,0

Table 3b
Awareness of managerial staff, lecturers at HNUE's department of Psychology – Education about the expression of Pedagogical professionalism

Feature	Degree evaluation (%)				
	Totally agree	Agree	Neutral	Disagree	Totally disagree
Making a plan	61.1	38.9	0.0	0,0	0,0
Sense of responsibility	72.2	22.2	5.6	0,0	0,0
Work-focused	66.7	27.8	5.6	0,0	0,0
Updating a regular basis on professional knowledge	61.1	27.8	11.1	0,0	0,0
Working independence, self-control, and a collaborative spirit	50.0	44.4	5.6	0,0	0,0
Disciplined attitude	66.7	33.3	0.0	0,0	0,0
Business etiquette	50.0	38.9	5.6	0.0	0,0
Communication and behavior	66.7	27.8	5.6	0,0	0,0
Suitable clothes	38.9	55.6	5.6	0,0	0,0
Relaxation in a sensible way	16.7	61.1	16.7	0.0	0,0

Exchange and discussion

Awareness of Pedagogical professionalism: A small portion of survey participants are still unclear about the main factors that constitute Pedagogical professionalism. This lack of understanding hinders both personal development and the formation of Pedagogical professionalism in students. On the other hand, the majority of HNUE Psychology-Education department students in the study demonstrated an understanding of the basic notion of Pedagogical professionalism, although some departments still struggle with identifying the main factors. **Awareness of characteristics of Pedagogical professionalism:** Some respondents in the survey were still uncertain about the criteria that define Pedagogical professionalism, which can limit personal growth and development in the field. However, most HNUE Psychology-Education department students in the study had a clear understanding of the basic features of Pedagogical professionalism, although a small group of participants had not yet identified these features.

Awareness of the expression of Pedagogical professionalism: Most school administrators in the HNUE Psychology-Education department were aware of the manifestations of Pedagogical professionalism, although a few still struggle with expressing this idea clearly. Additionally, a few students in the study were not familiar with expressions of educational professionalism, which could pose a significant challenge to their training and vocational development. Therefore, the university should implement training activities to improve awareness of the specific expressions of Pedagogical professionalism among managerial staff, lecturers, and students in the Psychology-Education Department of HNUE.

Conclusions

The research team suggests implementing the proposed methods to enhance the quality and effectiveness of Pedagogical education for students in HNUE's Department of Psychology-Education. The measures to educate Pedagogical professionalism should be tailored to the university's current conditions and situation, as well as the abilities of administrators and lecturers, leveraging available advantages, overcoming limitations, and ensuring the resumption of the process.

The following solutions are recommended for implementation at HNUE: (1) Enhance training to increase awareness of the value of Pedagogical professionalism among administrators, lecturers, and students and the educating process of Pedagogical professionalism for students at HNUE's Department of Psychology-Education; (2) Implement a strategy for training Pedagogical professionalism for students at the University of Education's Psychology-Education department; (3) Foster more discussions among school administrators to develop and execute strategies to support Pedagogical professionalism; (4) Ensure that students at the University of Education have the necessary resources to participate in the process of improving Pedagogical professionalism And (5) Evaluate, check, and adjust the process of developing pedagogical professionalism for students in the University of Education's Psychology-Education department.

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