

**How to Cite:**

Khanh, M. Q., Tinh, T. T., & Cuong, T. V. (2022). Education of pedagogical professionalism for students to satisfy the demands of innovation and improve the quality of teaching in Vietnam. *International Journal of Health Sciences*, 6(S2), 1926–1935.  
<https://doi.org/10.53730/ijhs.v6nS2.5428>

# Education of pedagogical professionalism for students to satisfy the demands of innovation and improve the quality of teaching in Vietnam

**Mai Quoc Khanh**

Hanoi National University of Education, Hanoi city, Viet Nam  
Email: [khanhmq.hnue@gmail.com](mailto:khanhmq.hnue@gmail.com)

**Tran Trung Tinh**

National Academy of Education Management, Hanoi city, Vietnam

**Tran Viet Cuong**

Thai Nguyen University of Education, Vietnam

**Abstract**---The objective of the research: (1) Assessing the process of students' forming pedagogical professionalism at Hanoi National University of Education (HNUE), Vietnam; (2) find effective solutions aiming at improving the quality of pedagogical professionalism education for students of this University, to meet the requirements of social innovation as well as upgrade the standards in teacher training. Research Methodology: We surveyed to collect information on the current status of pedagogical professionalism education for students of the Faculty of Psychology and Pedagogy in HNUE, Vietnam. Students: 95 male students, 108 female students and 18 lecturers in the Faculty of Psychology and Pedagogy in HNUE. Research results: Solutions proposed by the research team for implementation at HNUE.

**Keywords**---professional pedagogical skills, educational process, quality teaching, innovation.

**Introduction**

The social education process contributes to the variety and complicity of each individuals' development. In specific, the impact of formal educational lecturers or professors (or pedagogical professions) plays a significant role, which is different from the influence of “non-professional educators” such as parents, unions, local communities, etc. (Fani Lauermann 2017; Louise Campbell 2019). According to UNESCO research, the role of teachers has been changed in the following

---

International Journal of Health Sciences ISSN 2550-6978 E-ISSN 2550-696X © 2022.

**Corresponding author:** Khanh, M. Q.; Email: [khanhmq.hnue@gmail.com](mailto:khanhmq.hnue@gmail.com)

Manuscript submitted: 02 June 2021, Manuscript revised: 15 August 2021, Accepted for publication: 22 Nov 2021

sections: assuming more functions than in the past, having more responsibility in selecting educational content, actively shifting from knowledge transfer to learning to organize for students, and trying to use up the source of knowledge collected in society. Furthermore, the lecturers need to put more emphasis on independent learning, improve the relationship between teacher to teacher, teacher to student, school to parents to get a better connection structure; also they should familiarize and utilize the modern technology in teaching aids. Besides, the person who is involved in teaching would be required to participate in not only inside but also outside activities of the school. There is a requirement for reducing and replacing the traditional type of prestige in their relationship with learners, especially with the older students and their parents (Cerqua, A., Gauthier, C. and Dembélé, M. 2014).

In terms of economic and social development strategy, Vietnam seems to focus mainly on improving education and training. Combined with new technology, those factors are considered a salient national policy to encourage human beings - the direct driving force of country growth in economic, cultural, and even scientific fields. The better the education quality is, the better the process of industrialization - modernization gains in international integration. Hence, the workforce in educational positions should be professionally trained to ensure the outcomes on the future country's human resources (M.Q. Khanh 2020; H.T.L Huong 2019).

These days, Vietnam is accelerating the process of industrialization and modernization of the country to integrate with world evaluation. In this way, the teacher's duty also needs to change regularly to adapt to modern requirements of the national and international environment, especially in the professionalism of teachers. Currently, the quality of teaching workforce and training in general and the professional formation in practice is not high enough to meet the needs of society as well as the education sector (M.Q. Khanh 2020; H.T.L Huong 2019; P.T.K. Anh 2019).

M.Q. Khanh (2017) released "Pedagogical professionalism improvement for lecturers in bachelor's degrees in Educational Psychology and Education at higher education institutions", which expressed the magnitude of pedagogical professionalism for lecturers teaching bachelor's degrees in Educational Psychology and Education at higher education institutions. The research analyzed the meaning and process of enhancing pedagogical professionalism for teachers. Besides, M.Q. Khanh etc., (2019) with "Theoretical issues in the formation of pedagogical professionalism for students at Vietnam's National University of Education nowadays" precisely studied the theoretical framework in the form of pedagogy for the students of Vietnam's National Universities of Education in the current period. Generally, the group research has initially defined some main characteristics of pedagogical professionalism and drew the way leading to this target for students of pedagogical universities of Vietnam.

To sum up, through previous investigating materials, we find out that most of the authors have been interested in forming pedagogical professionalism for students, but there has been no in-depth study following the three categories: theory, practice, and measurement for this topic. As a consequence, there should be

more specialized research on how to educate pedagogical professionalism for pedagogical students because this is a matter of scientific and practical significance. Also, when this concept has been clarified and applied to reality, the outcome of teacher training can meet the requirements of what society needs as well as the Vietnamese educating innovation.

### Research methods

We surveyed to collect information on the current status of pedagogical professionalism education for students of the Faculty of Psychology and Pedagogy in HNUE, Vietnam (Students: 203 people, including 95 male students and 108 female students), students participating in the survey, concerning school years, are divided into 4 relatively even groups. First of all, there are 50 first-year students (freshman) making up roughly 24.6% of the total number. The number of second-year students (sophomore) in the survey is the same as that of freshmen, whose rate is also 24.6%. Besides, the percentage of third-year students (junior) - the highest among the 4 groups - is 25.6% corresponding to 52 students. Lastly, there are 51 fourth-year students (senior) accounting for 25.2% of the total number.

Directors and lecturers in the Faculty of Psychology and Pedagogy in HNUE: 18 people. In which, the proportion of females has 15 directors and lecturers (accounting for 83.3%), the proportion of males has 3 officers and lecturers (accounting for 16.7%). The type of method that is used in this survey is a questionnaire. We created 2 opinion poll samples. They are almost similar except for the target responders. One is for students and the other is for directors and teachers. The survey data were collected, classified, and analyzed. Based on the assessments from the survey results, the research team makes suggestions towards improving the quality of Pedagogical professionalism education for HNUE Vietnam students, targeting meeting the requirements of social innovation as well as upgrading the standards in teacher training.

### Results

The awareness status of Pedagogical professionalism among the target group including directors, lecturers, and students of the Faculty of Psychology and Pedagogy in HNUE is shown in Table 1a and Table 1b.

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	10.3	18.7	70.9

with the professionalism of general workers			
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 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

The status of awareness of directors and lecturers of the Faculty of Psychology and Pedagogy in HNUe about the features of Pedagogical professionalism.

The features of Pedagogical professionalism are specific elements that are closely associated with the qualities of professional workers in pedagogical activities. It is a vital foundation for us to define the concept of Pedagogical professionalism. Therefore, the accurate identification of the features of Pedagogical professionalism plays a significant role. Survey results on the status of the awareness level of directors, lecturers, and students of the Faculty of Psychology

and Pedagogy in HNUE under HNUE about the features of Pedagogical professionalism is shown in Table 2a and Table 2b.

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

<b>The characteristics of pedagogical professionalism</b>	<b>Degree evaluation (%)</b>				
	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>
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 professionalism in employees and particular qualities	32.5	48.8	10.8	5.9	2.0
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	50.7	39.4	5.9	2.5	1.5

requirements of society, in general.

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

<b>The characteristics of pedagogical professionalism</b>	<b>Degree evaluation (%)</b>				
	<b>Totally agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Totally disagree</b>
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 employees and particular qualities	61.1	27.8	11.1	0,0	0,0
: 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	72.2	16.7	11.1	0,0	0,0

---

society, in general.

---

Awareness of managerial staff, lecturers, and students at HNUE's department of Psychology – Education about the expression of Pedagogical professionalism. Expressions of pedagogical professionalism are specific manifestations of virtues of professional workers in pedagogical activities; it is also the standard to identify the professional teacher and the criterion for assessing the teacher's Pedagogical professionalism. The results of a survey on the real situation of awareness of managerial staff, lecturers, and students at HNUE's department of Psychology – Education about the expression of Pedagogical professionalism are shown through particular contents in Table 3a and Table 3b.

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: There is still a minor division of survey subjects who are still confused and have not identified the main factors of Pedagogical professionalism. This is a significant impediment for this group of managers and lecturers in terms of self-improvement and pedagogical professional growth, as well as coordinating the process of pedagogical professionalism formation for students; The majority of the HNUE Psychology – Education department students who participated in the study were completely aware of the basic notion of Pedagogical professionalism, however, there are still minor departments that have not identified the main factors of Pedagogical professionalism. This is a significant impediment for students in terms of self-improvement and pedagogical professional growth.

Awareness of characteristics of Pedagogical professionalism: The results of the research revealed that a small percentage of survey respondents are still confused and have not identified the criteria of Pedagogical professionalism. This is a lack of ability in personal own self-improvement and professional Pedagogy

development; The majority of the HNUE Psychology – Education department students who participated in the study would have full awareness of the basic features of Pedagogical professionalism. However, a tiny part of the research participants are still confused and have not simply identified the features of pedagogical professionalism yet.

Awareness of the expression of Pedagogical professionalism: The results of the research revealed that the majority of school administrators in HNUE's Psychology – Education department were aware of Pedagogical professionalism manifestations. However, a tiny portion of the research participants still has yet to clearly express this expression; The results of the research revealed that a few students in the study are unaware of educational professionalism expressions. This will be a significant challenge for students in the process of vocational training in general and the creation of professionalism in particular. As a result, the university must appear to execute training activities to enhance awareness of specific expressions of pedagogical professionalism between managerial staff, lecturers, and students in the Psychology - Education Department of HNUE.

## **Conclusions**

The research team recommends that the methods proposed in this research be accomplished to improve the quality and effectiveness of Pedagogical education for students at HNUE's department of Psychology – Education. The measures to educate Pedagogical professionalism for students at HNUE should be suitable with the university's present conditions and situation, as well as administrators' and lecturers' ability, promoting available advantages, overcoming limitations, and ensuring the resumption of the process of educating Pedagogical professionalism for students at the Department of Psychology – Education.

Solutions proposed by the research team for implementation at HNUE.

- Solution 1: The organizations should improve training to raise 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.
- Solution 2: The leading department must implement a strategy for training Pedagogical professionalism for students at the University of Education's Psychology – Education department.
- Solution 3: School administrators need to build more discussion to develop and execute strategies to support Pedagogical professionalism.
- Solution 4: Guarantee for students at the University of Education to have the resources they have to participate in the process of improving Pedagogical professionalism.
- Solution 5: Checking, evaluating, and adjusting the process of developing pedagogical professionalism for students in the University of Education's Psychology – Education department.

## Acknowledgments

This research investigated a part of the conclusions from the project “Education of Pedagogical professionalism for HNUE’s students to satisfy the demands of innovation and improve the quality of teaching.” The subject code: **SPHN 20-11**.

## References

- Cerqua, A., Gauthier, C. and Dembélé, M. (2014), "Education Policy, Teacher Education, and Pedagogy: A Case Study of UNESCO", *Annual Review of Comparative and International Education 2014 (International Perspectives on Education and Society, Vol. 25)*, Emerald Group Publishing Limited, Bingley, pp. 235-266. <https://doi.org/10.1108/S1479-367920140000025016>
- Fani Lauermann (2017). Teacher motivation, responsibility, pedagogical knowledge and professionalism: a new era for research. Centre for Educational Research and Innovation. Pages: 171 - 191. <https://doi.org/10.1787/9789264270695-10-en>
- H.T.L. Huong (2019). Proposing a number of professional capabilities of teacher 4.0 for education students. *Journal of Educational Sciences*, Hanoi National University of Education, Vietnam, Volume 64, Issue 2A, pp. 38-49. DOI: 10.18173/2354-1075.2019-0022
- Louise Campbell (2019) Pedagogical bricolage and teacher agency: Towards a culture of creative professionalism, *Educational Philosophy and Theory*, 51:1, 31-40, DOI: 10.1080/00131857.2018.1425992
- M.Q. Khanh (2020). Current status of forming pedagogical professionalism for undergraduates in Hanoi National University of Education, *Journal of Educational Sciences*, Hanoi National University of Education, Vietnam, Vol. 65, No. 4, p. 48-59, DOI: 10.18173/2354-1075.2020-0056
- M.Q. Khanh and N.N. Phuong (2017). Pedagogical professionalism improvement for lecturers in bachelor's degrees in Educational Psychology and Education at higher education institutions. Scientific conference, Vietnam.
- M.Q. Khanh etc., (2019). Theoretical issues in the formation of pedagogical professionalism for students at Vietnam's National University of Education nowadays" Science and technology project at the university level, code SPHN 16-02.
- P.T.K. Anh (2019). Some theoretical issues about teacher assessment need to be trained to meet the requirements of general education innovation. *Journal of Educational Sciences*, Hanoi National University of Education, Vietnam, Volume 64, Issue 1, pp. 185-194. DOI: 10.18173/2354-1075.2019-0036