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Management solutions for teaching practice activities for regular pedagogy students at Tan Trao University

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Abstract

This article is based on theoretical issues regarding teaching practice, management of teaching practice activities for students, and a survey on the current status of managing teaching practice activities for regular pedagogy students at Tan Trao University. It proposes six solutions: 1/ Enhancing awareness among management staff, lecturers, students, and teachers at practice sites about the necessity of improving the quality of students' teaching practice; 2/ Planning and directing teaching practice according to a scientific process; 3/ Innovating the management organization methods from management departments to training faculties and academic departments in directing teaching practice; 4/ Organizing regular practice skills training for students; 5/ Specifying the application of regulatory documents on education and training in the management of teaching practice activities; 6/ Close coordination between Tan Trao University and the Education Departments of districts, cities, and secondary schools where students are on teaching practice assignments. The research results show that the use of these measures will contribute to improving the effectiveness of managing teaching practice activities for regular pedagogy students at Tan Trao University and ensure the quality of training for pedagogy students.

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1. Introduction

Resolution 29 of the 11th Central Committee of the Communist Party of Vietnam has identified: to develop an open education system that is practical and effective in terms of teaching, learning, and administration, and associated with developing an educational society; satisfy the conditions for quality improvement; make the education system standardized, modern, and democratic; maintain the orientation of socialism and national characteristics". Specifically, the goal for higher education is to focus on training high-level human resources with the qualities and capacities to meet societal demands ^[1].

Teaching practice is a crucial component of the training program for pedagogy students. It is a distinctive educational activity aimed at forming and developing the necessary qualities and competencies of future teachers according to the set training objectives, especially important in the current context. To ensure the effectiveness of teaching practice activities, there must be coordinated efforts and timely direction along with appropriate management measures from the Teaching Practice Steering Committee.

Tan Trao University in Tuyen Quang province trains hundreds of college and vocational secondary school teachers each year. Students are taught professional knowledge and pedagogical skills, including teaching, fostering ethics, and training pedagogical skills. The pedagogy training program includes subjects such as education, psychology, teaching theory, and teaching practice ^[8].

This article is based on directive perspectives in training and the practical teaching practice activities at Tan Trao University to propose management solutions for teaching practice activities for pedagogy students. This aims to enhance the quality of teaching practice activities and ensure the quality of training.

2. Content

2.1. Theoretical Issues on Teaching Practice and Management of Teaching Practice Activities

Teaching practice is a crucial activity in pedagogical schools aimed at developing the qualities and competencies of future teachers. It is the process where student teachers practice at compulsory schools after learning theoretical knowledge, helping to reinforce their understanding, love for the profession, and teaching skills. Teaching practice requires the comprehensive application of knowledge and professional skills into specific educational activities^[4].

This process helps the university evaluate the level of theoretical and practical preparation of the student teachers. Teaching practice is a vital step in training pedagogical skills, shaping professional tendencies and teacher personality. It occurs throughout the training process, combining theory with practice and is implemented according to teaching principles and methods.

Teaching practice is a step in practicing pedagogical skills, requiring student teachers to independently perform teaching and educational tasks. This process helps student teachers adapt to a new environment, flexibly mobilize and apply pedagogical knowledge to various situations. Teaching practice emphasizes the scientific and artistic aspects of teaching, requiring student teachers to be well-prepared and have conditions to practice pedagogical skills^[4].

Managing the activities of teaching practice includes overseeing objectives, plans, content, programs methods of practice, guiding lecturers, the number and types of practicing students, locations, and practice duration. This process is based on the evaluation of practice results with specific criteria to adjust and enhance practice effectiveness^[3].

The goal of managing teaching practice is to promote strengths, overcome existing weaknesses, and create favorable conditions for students to achieve the set objectives. This helps enhance the professional knowledge and skills of students, contributing to improving the quality of the school's training^[9].

Many educational researchers have addressed the issue of managing teaching practice in their works. Some theses in the master's education programs have also studied this issue, such as: "Investigation into the organization of teaching practice at the University of Languages and International Studies, Vietnam National University, Hanoi."; "Measures for organizing and managing the professional training activities through concentrated teaching practice for students of Dien Bien College of Education."; "Some measures to improve the quality and effectiveness of final teaching practice for students of Hanoi National University of Education".

2.2. Current Status of Managing Teaching Practice Activities for Regular Pedagogy Students at Tan Trao University

In recent academic years, Tan Trao University has closely followed the training objectives set by the Ministry of

Education and Training and has effectively implemented professional regulations, including the regulations on practice and teaching practice as per Decision No. 36/2003/QĐ-BGD&ĐT dated August 1, 2003^[2]. The university has developed specific guidelines for various departments and training committees, clearly stating the purpose, requirements, content, evaluation methods, and responsibilities of members, especially the teaching practice steering committee. Before each teaching practice period, the university-level teaching practice steering committee disseminates and provides detailed instructions to the grassroots-level committees, guiding lecturers, and students^[7, 8]. Thanks to these documents, organizations and individuals involved understand the requirements, content, and tasks to be performed, allowing them to proactively fulfill their duties. Consequently, the teaching practice activities at the university have seen positive changes in recent years, with improving quality and increasingly stable processes.

Despite the achievements, the management of teaching practice activities for full-time pedagogy students at Tan Trao University currently faces several challenges such as:

- First, there is a lack of close coordination between the university and the educational institutions where students practice.
- Second, students' psychological and professional preparation before going to practice is limited, leading to less effective practice.
- Third, the monitoring and evaluation of the practice process are not fully and strictly implemented, making it difficult to accurately assess students' competencies.

Therefore, to improve the situation, the university needs to propose management solutions for teaching practice activities for regular pedagogy students.

2.3. Management Solutions for Teaching Practice Activities for Regular College Students at Tan Trao University

2.3.1. Enhancing Awareness among Management Staff, Lecturers, Students, and Teachers at Practice Sites about the Necessity of Improving the Quality of Student Teaching Practice

a. Objective of the Solution

The goal is to raise awareness among management staff, guiding lecturers, and students about the importance of pedagogical skills training in general and teaching practice in particular in the process of training teachers. This will help management staff and guiding lecturers to improve their consciousness and responsibility in pedagogical skills training and professional practice for students.

b. Content of the Solution

Tan Trao University needs to pay more attention to the work of teaching practice because it is an important part of the education and training process, requiring more attention and investment to improve training effectiveness. Raising awareness among management staff and supervising teachers about the importance of teaching practice in the training of future teachers is necessary. Teaching practice activities are not only the responsibility of managers but also of every staff member, lecturer, and teacher. Each individual needs to guide, train, and foster professional skills for students, helping them to effectively practice their profession.

Lecturers need to equip themselves with theoretical knowledge and guide students in pedagogical training. Students must have a correct and comprehensive understanding of the requirements of the teaching profession and the role of teaching practice to strive and train actively.

c. Implementation Approach of the Solution

It is necessary to thoroughly understand that pedagogical schools are where future teachers are trained, so the training process must combine teaching knowledge and practicing professional skills. Professional skills and teacher qualities need to be continuously trained, especially during teaching practice periods. The work of ideological and professional education for students must be carried out regularly, not only during the initial political lessons, so that students have a correct understanding and are well prepared for practice. This should be thoroughly understood within the school party committee, viewing it as a key political task alongside other duties, reflecting the spirit of responsibility and exemplary conduct in training. This work also needs to be thoroughly understood by every staff member and lecturer of the departments, faculties, and the Ho Chi Minh Communist Youth Union.

d. Conditions for Implementing the Solution

The university needs to select lectures with solid expertise and extensive experience to guide students. Materials, including documents, regulations, and rules related to teaching practice activities, should be used to communicate and disseminate to management staff, lecturers, and guiding lecturers.

2.3.2. Planning and Directing Teaching Practice According to a Scientific Process

a. Objective of the Solution

The current teaching practice process has been built reasonably well, but its practical application is still limited. To enhance the effectiveness and quality of teaching practice activities at Tan Trao University in recent years, this process needs to be perfected. The teaching practice plan must be comprehensive, specific, and include contingency plans to respond to unexpected changes.

b. Content of the Solution

This process is divided into multiple steps and stages in a logical and reasonable sequence. Each step and stage includes various contents and smaller parts, which are also arranged logically. However, this arrangement is only relative, as many activities and contents occur simultaneously to carry out the tasks in teaching practice activities. The ultimate goal of teaching practice is to develop professional teaching skills for future teachers and expand knowledge about pedagogical subjects.

c. Implementation Approach of the Solution

Documents and regulations on teaching practice, after thorough research, will serve as the basis for planning. The teaching practice process needs to ensure logic, systematization, and linkage with the provision of theoretical knowledge. It must be stable, flexible, and reasonable due to the complexity and the many related activities.

d. Conditions for Implementing the Solution

The teaching practice steering committee should include

experienced staff and teachers. It is necessary to thoroughly research the guidelines on teaching practice and related policies. The university needs to ensure adequate facilities to support teaching practice activities.

2.3.3. Innovating the Management Organization Methods from Management Departments to Training Faculties and Academic Departments in Directing Teaching Practice

a. Objective of the Solution

The close coordination between management departments and training faculties, academic departments will form an interconnected chain in managing teaching practice activities. Therefore, innovating the management organization methods from departments to training faculties is the goal of this solution. This is to meet the requirements of improving the quality management of teaching practice activities.

b. Content of the Solution

The teaching practice process needs to be fully and proactively implemented according to the plan for the departments, faculties, and academic departments to achieve effectiveness. Tan Trao University has proactively developed plans and coordinated well between faculties and academic departments with the Training Department to survey the situation and promptly implement practice contents, achieving satisfactory results. However, there are still issues such as the lack of timely documents, insufficient experience in document preparation, inadequate attention to the practice teams, and irregular inspection and evaluation.

c. Implementation Approach of the Solution

Step 1: Planning and preparation before teaching practice

- Provide comprehensive content and methods to help students apply them in class homeroom practice, teaching, and extracurricular activities.
- Preparation for teaching practice requires coordination from both Tan Trao University and the secondary schools where students practice.
- The preparation work of Tan Trao University needs to be synchronized and coordinated smoothly with the district and city education departments and secondary schools.

Step 2: Directing the Organization of Teaching Practice For the Teaching Practice Steering Committee

Prepare and organize for students to listen to reports on the organizational structure, work content, and current situation of the school; the local economic, cultural, and social situation, and especially the local education movement. Listen to reports from the Youth Union Committee about the activities of the Ho Chi Minh Communist Youth Union, the Ho Chi Minh Young Pioneers Organization, and the Children's Star Movement; listen to reports from excellent teachers and homeroom teachers.

Assign teachers to organize sample lessons according to each specialized group for teachers and students to observe and learn from experience according to evaluation criteria.

Organize for guiding lecturers and students in teaching practice to perform their duties.

For the guiding lecturers

Together with the teaching practice group, develop a specific teaching plan: 1/ Conduct model teaching sessions to gather experience; 2/ Guide students in lesson planning, approve

lesson plans, and have students practice teaching before classroom sessions; 3/ Organize student teaching sessions, classroom observations, feedback, and grading of each teaching session; 4/ Train students to handle pedagogical situations.

Step 3: Evaluating Teaching Practice Results for Students

- **Evaluate teaching work including:** assessing each teaching session; comprehensively evaluating the students' teaching results.
- **Evaluate homeroom work including:** Weekly evaluation; overall evaluation of the teaching practice period.
- **Evaluate students' summary reports (evaluated by the local teaching practice steering committee):** Assess the content of the summary report; assess the teaching practice diary; comprehensive assessment.
- Evaluate students' organizational discipline (evaluated by the local teaching practice steering committee).
- **Comprehensive evaluation results:** The local teaching practice steering committee together with guiding teachers will grade. The comprehensive teaching practice score is calculated as follows:

Evaluating the third-year teaching practice

The comprehensive teaching practice score 1 (TP1) is the average of the practice contents: teaching (T) coefficient 1, homeroom (HR), summary report (SR) coefficient 2, and organizational discipline (OD) coefficient 1.

$$TP1 = \frac{[(T \times 1) + (SR \times 2) + (HR \times 2) + (OD \times 1)]}{6}$$

Evaluating the fourth-year teaching practice

The comprehensive teaching practice score 2 (TP2) is the average of the practice contents: teaching (T) coefficient 1, homeroom (HR), summary report (SR) coefficient 2, and organizational discipline (OD) coefficient 1.

$$TP2 = \frac{[(T \times 1) + (SR \times 2) + (HR \times 2) + (OD \times 1)]}{6}$$

Step 4: Summary of Teaching Practice

- Summary by each teaching practice group.
- Summary at the practice school.
- Summary at Tan Trao University.
- Rewards and disciplinary actions.

d. Conditions for Implementation

Departments, training faculties, and specialized teams need to select and assign experienced and capable staff and lecturers to effectively coordinate this solution.

2.3.4. Organizing Regular Practical Skill Training for Students

a. Objective of the Solution

Vocational training is the focus of a teacher training school, especially at Tan Trao University, concentrating on pedagogical skills training for students. Pedagogical skills training, along with theoretical knowledge, is crucial in preparing practical skills for students.

At Tan Trao University, both pedagogical skills training and teaching practice are important. The result of teaching

practice depends on the continuous pedagogical skills training process. Effective management and organization of pedagogical skills training is the best way to improve teaching practice quality.

Teaching practice is the final stage of pedagogical skills training, helping students develop pedagogical skills and prepare well for their career after graduation.

b. Content of the Solution

The university needs to strictly manage pedagogical skills training for students throughout the training process. It is necessary to organize training pedagogical skills in groups and individually, widely promote it within the university with the guidance and support of the school and teachers, combined with inspection, supervision, competition, and timely rewards.

Lecturers, especially practice lecturers, must guide students on lesson plans, teaching aids, lesson implementation, evaluation, and feedback. Class management and extracurricular activities need specific and timely plans. Select excellent students as group leaders to manage and assist their peers.

Ensure each student participates in at least one activity and two complete teaching sessions. Quickly build a modern practice school for students to have a regular practice environment, organize seminars, specialized topics, and model teaching. Introduce students early to the primary education environment to connect theory with practice, develop pedagogical skills, and foster a love for the profession. Tan Trao University should divide training pedagogical business activities into three component activities:

Regular pedagogical skills training: This activity must be carried out regularly and continuously throughout the course with the participation of not only pedagogical skills teaching staff but also the collective responsibility of the school's faculty, directly involving relevant teachers.

Listen: Helps education students deeply understand educational realities, interact with students and teachers in secondary schools, thereby forming professional sentiments and promoting self-training according to professional requirements.

Final teaching practice: This is a rehearsal period for the final teaching practice, also known as the graduation practice. The concretization of the components of pedagogical skills training into three distinct activities allows for better planning, avoids arbitrariness, and helps identify and specify the content to be practiced at each stage. This approach aligns with the timeline and training program, ensuring a logical and scientific progression in pedagogical skills training, where each preceding step serves as a foundation for the subsequent ones.

Content includes

Pedagogical communication skills: Skills for organizing extracurricular activities; Teaching skills (Lesson preparation skills; Skills in using teaching methods and tools; Skills for conducting classroom activities; Time management skills for each lesson; Skills for assessing and evaluating lessons; Skills for reinforcing the lesson).

Classroom management skills: Skills for managing the class, understanding, categorizing students, and keeping track of the class situation; Skills for identifying the strengths and weaknesses of the class; Skills for developing a classroom management plan; Skills for implementing the

plan; Skills for organizing and motivating the class and individual students to follow the plan; Skills for educating individual students; Skills for organizing parent-teacher meetings.

c. Implementation Approach of the Solution

Regularly send students to secondary schools to observe, attend classes, participate in extracurricular activities, and allow excellent students to teach and manage classes.

Innovate the annual pedagogical skills competition organization, such as the pedagogical skills contest, to encourage students to self-study, practice, and apply knowledge to reality. The contest serves as a rehearsal for students before their practice.

To organize an effective pedagogical skills contest, Tan Trao University needs to foster an awareness of pedagogical skills training in students, build a thorough organizational plan, manage the contest well, and ensure practical, appealing contest content and forms.

Pedagogical skills is a decisive factor in teacher training, especially secondary school teachers, significantly impacting future education quality. To enhance pedagogical skills for students, it is necessary to synchronize solutions such as innovating training programs, training qualified instructors, effective implementation, and enhancing self-study awareness. At Tan Trao University, pedagogical skills training for secondary school teaching will be effective when students develop skills such as lesson planning, organizing contests, self-study, and research, supported by instructors and management staff.

d. Conditions for Implementation

Lecturers in faculties and departments, specialized teams need to be well aware of their roles and responsibilities, build a sense of duty, love for the profession, and maintain high consistency in pedagogical skills training content.

2.3.5. Specifying the Application of Regulatory Documents on Education and Training in the Management of Teaching Practice Activities

a. Objectives of the solution

The Ministry of Education has issued legal documents on teaching practice such as the teaching practice document applicable to universities and colleges under Decision No. 36/2003/QDD-BGD&ĐT dated August 1, 2003, by the Minister of Education and Training. These documents need to be applied accurately and meticulously as the basis for managing teaching practice activities.

b. Contents of the solution

Specifying legal documents on teaching practice in two areas:

- Regulating the responsibilities of members of the teaching practice steering committee.
- Specific regulations on teaching practice documents and records suitable for secondary school teaching practice.

c. Implementation approach of the solution

Establishing specific legal corridors suitable for the faculty and the training institution to manage student teaching practice.

Based on the selection of management measures, conducting appropriate assessments to enhance management efficiency and teaching practice effectiveness.

Content and methods of implementation

Specifying legal documents on teaching practice steering guidance, specifying the roles and responsibilities of members of the teaching practice steering committee, of student teaching practice, and executing tasks according to those documents. The regulations clearly specify:

Duties and powers of the Teaching Practice Steering Committee of Tan Trao University

- Contacting the Department of Education and Training of localities to select schools with good educational quality, adequate teaching staff, and facilities to place students for practice.
- Developing plans, providing guidance, monitoring, and approving the practice results of each student and practice groups. Making decisions on commendation and disciplinary actions for officials and students based on the implementation of the pedagogical training regulations.
- Researching and establishing regulations on internship funding, creating conditions for practice groups, mentors, and students to perform well.

Duties and authorities of faculties

Based on the Pedagogical Training Regulations and the annual plan of Tan Trao University, the following specific tasks are outlined for planning, guiding, urging, and comprehensively inspecting pedagogical training and professional skills training:

1. Assignment and Inspection

Assign experienced teachers with strong expertise and a high sense of responsibility to guide students in pedagogical skills and practices.

Inspect, attend classes, and evaluate teaching hours of students in practice groups.

Duties and authorities of the teaching practice steering committee

1. View teacher training as a shared responsibility, supporting Tan Trao University in the teaching practice.
2. Based on the teaching practice regulations and the conditions of the university, develop plans, provide guidance, urge, and inspect the activities of the practice groups.
3. Assign lecturers with strong expertise and high responsibility to guide students during practice.
4. Approve the practice results of each student and the entire group after consulting the opinions of the departments and guiding lectures.
5. Recommend commendations for students with outstanding achievements and handle disciplinary actions for students who violate the Teaching Practice Regulations.
6. Organize introduction and summary ceremonies for practice groups according to schedule.
7. Complete teaching practice portfolios, prepare final reports, and hand them over to Tan Trao University through the head or deputy head of the practice group on the summary day.

Duties of the academic department leader (group leader) with internship students

Consider students as new members and allow them to

participate in professional activities; Assign specific tasks to each group and student; Choose guiding lectures with appropriate expertise, responsibility, and good capacity to guide. Regularly check and supervise compliance with the teaching practice regulations, avoid letting students teach without supervision; Participate in teaching hours and evaluate the results of student groups (minimum 1 period/student).

Duties and authorities of the guiding lecturers

Guiding a group of student interns in teaching or educational activities; Assisting students in developing and approving weekly and overall practice plans, monitoring and urging their implementation; Guiding and approving lesson plans, allowing students to teach only after the lesson plans have been approved three days in advance; Conducting demonstration lessons for students to attend and learn from; Attending and providing feedback on students' teaching sessions and educational activities, helping them draw lessons and improve their methods; Evaluating the practice results of each student according to the Teaching Practice Regulations through the head of the teaching practice group, academic department leader, and Teaching Practice Steering Committee.

Duties of the head of the teaching practice delegation (cluster leader)

Advance preparation and arrangement of teaching practice tasks, selection and assignment of deputy heads. Reporting difficulties to the Teaching Practice Steering Committee for timely resolution.

Transporting students to the practice site and ensuring: stable accommodation, living conditions, and work environment for students; teachers at the teaching site are well-versed in the Teaching Practice Regulations (procedures, content, evaluation of results); planning work for the delegation in conjunction with the Teaching Practice Steering Committee of the intership site; guiding groups and students in drafting teaching plans; evaluating the results of student teaching practice with guiding lecturers and the Teaching Practice Steering Committee of the intership site, signing relevant documents.

Duties of the deputy heads of the teaching practice delegation

- Assisting the head of delegation in monitoring and overseeing the delegation's tasks: urging members of the delegation to adhere to the schedule and complete all teaching practice contents; weekly organizing delegation meetings to draw lessons from teaching practice activities.

Duties of the teaching practice group leader

1. Managing all aspects of their group during the practice period, ensuring successful completion of all group teaching practice tasks.
2. Organizing the group's attendance at model lessons by the teaching site's teachers, practice teaching sessions, and official teaching sessions for group members.
3. Organizing the group's participation in educational activities of the homeroom class.
4. Conducting post-teaching reflection sessions immediately after each teaching practice session to help each other improve teaching methods and knowledge

dissemination.

Duties of the student teachers

1. Strict adherence to the Teaching Practice Regulations, rules, and internal regulations of the teaching site, group, and delegation.
2. Regular presence at the teaching site, seeking permission for justified absences, and leaving only with written consent from the head of the Teaching Practice Steering Committee.
3. Unity, mutual assistance with peers in the group and delegation.
4. Maintaining good relationships with students, maintaining a teacher-like demeanor.
5. Modest, respectful, and courteous behavior towards teachers, officials, and the local community.
6. Neat attire and hair, wearing teaching practice insignia, polite communication behavior.
7. Developing a comprehensive teaching plan for the entire practice period and weekly plans, guided and implemented approved plans.
8. Completing the required number of lesson plans and teaching sessions as per regulations.
9. Carefully preparing lesson plans, approved by the guiding teacher at least 3 days before teaching.
10. Practicing teaching multiple times, adjusting lesson plans based on feedback from guiding teachers and the group.
11. Attending all model teaching sessions by the teaching site's teachers and preparing lesson plans for those sessions.
12. Attending all group teaching sessions, participating in feedback sessions, and mutually supporting each other.
13. Organizing diverse and appealing educational activities for students such as arts, physical education, and sports.
14. In the second practice period, registering and conducting a teaching demonstration for the group and teachers to attend and evaluate.

The teaching practice portfolio of each student includes: Teaching practice planning and journal; Summary sheets and evaluation of teaching practice results; Summary sheets and evaluation of educational practice results; Comments on the overall teaching practice results; Lesson plans for the demonstration lesson; Internship report.

Each delegation must submit to the Training Department

1. Final report on teaching practice and specific contributions of the delegation.
2. Evaluation sheets and comments on teaching practice results for each student.
3. Consolidated table of teaching practice results for each student and the entire delegation.
4. List of recommended commendations, personal achievement report for each student, and minutes of the delegation's evaluation meeting.
5. Disciplinary records (if any), including individual reprimand record, disciplinary meeting minutes, and disciplinary decision of the teaching practice steering committee.

d. Conditions for implementing solutions

School leadership must promptly grasp and implement educational and teaching practice management documents,

ensuring funding and infrastructure support.

2.3.6. Close coordination between Tan Trao University and the Education Departments of districts, cities, and secondary schools where students are on teaching practice assignments

a. Objective of the solution

The effectiveness of the teaching practice activities requires active and effective participation and coordination among various units: District Education Departments and teaching practice facilities according to their functions and tasks, aimed at achieving unity, consistency, and synchronization in directing and implementing teaching practice activities.

b. Content of the solution

The effectiveness and quality of the teaching practice activities heavily depend on the coordination between the training institution and the teaching practice facilities. The training institution must take the lead in organizing and coordinating, while the teaching practice facilities should actively cooperate and implement according to guidelines on teaching practice as well as provide suggestions, feedback, and reasonable adjustments suitable to its own conditions and capabilities.

c. Implementation approach of the solution

- Develop organizational and instructional plans for teaching practice at all levels.
- Organize and implement the teaching practice plans.
- Standardize the evaluation criteria among teaching practice groups across the province.
- Efficiently organize pedagogical practice summary sessions at all levels.
- Enhance exchanges and workshops on teaching practice.

d. Conditions for implementing the solution

Based on the responsibilities of each management level regarding teaching practice and the regulations of teaching practice by the Ministry of Education and Training, Tan Trao University must play a leading role, actively coordinating with the Departments of Education in districts, cities, and teaching practice institutions.

3. Conclusion

Managing teaching practice at Tan Trao University is a crucial factor in enhancing the quality of training and professional development of students. To achieve effectiveness, it is necessary to apply synchronized solutions such as closely managing pedagogical skills training, organizing training by groups and individuals, along with the guidance of lecturers and a system of inspection and supervision.

Building a modern practice environment helps students effectively intern and practice pedagogical skills, connecting theory with practice and developing teaching skills. The proposed solutions will help Tan Trao University improve the quality of teaching practice management, prepare students to meet professional requirements, and contribute to the sustainable development of the education sector.

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