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FORMATION OF TEACHING SKILLS FOR STUDENTS OF HISTORY EDUCATION - HANOI NATIONAL UNIVERSITY OF EDUCATION

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The dissertation can be found at:

- National Library of Vietnam
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LIST OF THE AUTHOR'S SCIENCE WORKS

1. **Nguyen Thi Phuong Thanh (2012*):*** *Efficiently using professional skills practice room to form competence of organizing teaching activities for students in the Faculty of History - Hanoi National University of Education*, Education Magazine, special issue no. 4/2012, P. 135-136, 110
2. **Nguyen Thi Phuong Thanh (2012):** *Some methods to improve teaching competence for students of History Education - Hanoi National University of Education*, Summary Record of the national science conference on teaching history at schools in Vietnam, P. 812 - 819
3. **Nguyen Van Ninh, Nguyen Thi Phuong Thanh (2014):** *Roles of lecturers towards formation and development of teaching competence for students in the Faculty of History - Hanoi National University of Education*, Education Magazine, special issue in 11/2014, P. 140 – 142, 123
4. **Nguyen Thi Phuong Thanh (1/2014):** Literature of conference on educational skills training at Hanoi National University of Education, *Some methods to improve quality of practicing educational skills for students in the Faculty of History - Hanoi National University of Education*, P. 121 - 126
5. **Nguyen Thi Phuong Thanh (12/2015):** *Practice teaching competence of students in the Faculty of History - Hanoi National University of Education through educational skills practicing activities*, Education Magazine, special issue in 12/2015, P. 107-109, 112
6. **Nguyen Thi Phuong Thanh (4/2016):** *Practice educational skills for students in the Faculty of History - Hanoi National University of Education in teaching Vietnamese History in the period 1954 – 1975*. Education Magazine, special issue in 4/2016, P. 86 - 89
7. **Nguyen Thi The Binh, Nguyen Thi Phuong Thanh (2016):** *Develop teaching competence for students of history education in front of innovation requirements*, Education Magazine, issue no. 386 (part 2, 7/2016), P. 36 – 39, 26.
8. **Nguyen Thi Phuong Thanh (2016):** *With regard to teaching skills of History teachers at schools nowadays*, P. 192-207, Summary Record of Science conference "*History researching and teaching in the current context*", ISBN code: 978-604-901-663-9

FOREWORD

1. Necessity of the research

1.1. The educational philosophy in the 21st century has had profound changes in the direction of considering pupils as center of high schools and attaching special importance to formation of competence. That leads to fundamental and comprehensive changes in role of teachers who not only provide information, communicate knowledge but also become educational experts, bandmasters to organize, instruct and create learning interest for pupils. Therefore, innovation of teachers training is being concerned by many countries in the world, including Vietnam. Competence-based training and output-based training are becoming common trend in teachers training innovation programs of the countries with advanced education.

1.2. In Vietnam, teachers training and educational skills training at education institutions in general and at Hanoi National University of Education in particular have had many improvements but they are performed in old methods with many shortcomings and slow innovation. Therefore, on 13/12/2011 the Minister of Education and Training approved the "*Program for development education majors and education institutions from 2011 until 2020*" pursuant to the Decision no. 6290/QĐ-BGDĐT. The general objective of the program is to: *To develop Vietnam education into an advanced, modern education with sufficient capacity to satisfy the demand on developing teachers, educational managers for preschool education, high school education, continuing education and vocational high school system in the period 2011 – 2020*.

The questions are: Which educational competence that teachers in general and students of History education in particular should have to satisfy new requirements of high school education? How to form such occupational skills for students of education?

1.3. In many recent years, the Faculty of History - Hanoi National University of Education which is the most traditional and experienced institution for History teachers training has been creating a breakthrough in training virtuous, dedicated teachers who are not only excellent in professional knowledge but also stable in educational skills. Formation of teaching skills for future teachers always plays an important role in developing occupational competence and is performed regularly, continuously during four academic years at Hanoi National University of Education.

At high schools, History is a key subject for educating tradition, improving virtue, personality for the young generation, a tool for educating patriotism, and maintaining values created by ancestors. It has permanent and broad impact on development of the country and existence of the nation. However, at high schools nowadays, History is disregarded and considered as an "auxiliary subject". Majority of pupils do not like this subject. Is it due to the fact that teaching skills of some teachers are weak so they cannot create lectures

which are lively, attractive and arouse interest and passion of learning history for pupils?

1.4. It can be affirmed that educational skills have an important position in professional activities of teachers. However, in fact, staff of History teachers now expresses many limitations in educational skills and competence, especially teaching skills. This is somehow caused by many shortcomings and slow innovation in teachers training programs at Hanoi National University of Education. Training methods attach much importance to theories, books, follow existing tracks and close within the institution but not attach importance to reality, daily vivid and diversified situations at high schools.

To satisfy higher and higher requirements of the modern society and high school reality towards History teachers, especially high school education of Vietnam after 2015, we select the research topic *"Formation of teaching skills for students of History education - Hanoi National University of Education"* in order to help students in the Faculty of History to quickly approach to professional reality, form and develop some most basic, important teaching skills to contribute to improvement of History teachers training quality at Hanoi National University of Education in particular and Universities of Education nationwide in general.

2. Subject, scope of research

2.1. Subject of research

Subject of research is objectives, program contents and methods for teaching skills practice for students of History education in training process at Hanoi National University of Education.

2.2. Scope of research

- With regard to contents: researching teachers training program of the Faculty of History, Hanoi National University of Education. Then, recommend particular methods to form teaching skills for students of History education.

- With regard to location and object of research:

+ The dissertation researches the formation of teaching skills for students of History education in accordance with the training program of Hanoi National University of Education during four undergraduate years, mainly third year and fourth year.

+ The dissertation limits the scope of surveying, evaluating the reality of teaching skills practice among: Lecturers, students in the Faculty of History, Hanoi National University of Education and some universities which have teacher training tradition in Vietnam (Ho Chi Minh City University of Education, Thai Nguyen University of Education, Vinh University, Tay Bac University, Hung Vuong University, Quy Nhon University), young teachers (trained at the Faculty of History) having 5 years of teaching experience, teachers at some high schools where students in the Faculty of History (Hanoi National University of Education) are on probation and work after graduation.

- Limitation of teaching experiment scope: Partial experiment is alternatively conducted in teaching skills and educational skills training for

students in the Faculty of History - Hanoi National University of Education during four years at the university.

3. Purposes and tasks of research

3.1. Purposes of research

On the basis of theoretical research and practical evaluation of teacher training at the Faculty of History - Hanoi National University of Education as well as the reality of history teaching and learning at high schools now, the purposes of the author are: define teaching skills to be formed for a History teacher, establish criteria to evaluate level of forming each particular skill; recommend efficient educational methods in order to form teaching skills for students in the Faculty of History at Hanoi National University of Education.

3.2. Tasks of research

To achieve the above mentioned objectives, the dissertation should solve the following basic tasks:

- Generalize theoretical researches on teaching skills of teachers in general and teaching skills of History teachers in particular.
- Clarify the concept of "teaching skills", the relation between formation of teaching skills and teacher training process of Hanoi National University of Education in general and the Faculty of History in particular.
- Survey, investigate, and evaluate the reality of History teaching skill practice of students of History Education - Hanoi National University of Education.
- Analyze, evaluate advantages, limitations of teacher training programs, formation of professional skills for students in the Faculty of History, Hanoi National University of Education at present.
- Define basic requirements, principles as well as recommend efficient educational methods in order to form teaching skills for students in the Faculty of History that contributes to improvement of teacher training quality at Hanoi National University of Education in particular and history teaching quality at high schools in general.
- Conduct teaching experiment to affirm scientific foundation and feasibility of the research.

4. Methodology basis and research methods

4.1. Methodology basis

Methodology basis of the dissertation is viewpoints of Marxism-Leninism, Ho Chi Minh Ideology, viewpoints and policies of the Party and the Government on education and history education.

4.2. Research methods

- Theoretical research methods:

+ Collect, synthesize, classify and analyze documents, viewpoints, guidelines of the Party, the Government, the education sector, etc. on teacher training in general and professional skills training for students of education in particular.

+ Systemize and analyze relevant viewpoints, research works inside and outside the country with regard to psychology, history education, etc. as the

basis for establishing theoretical frame of the research, and orientation for practical research.

- Practical research methods:

+ Summarize experience in teacher training, educational skill training of domestic and foreign institutions of education. Learn about some teacher training programs in countries with advanced education in the world.

+ Basic investigation method: questionnaire for lecturers, teachers, students; group interview, deep interview; observation, attendance, participation in necessary activities of high schools, Education Practice schools or Hanoi National University of Education, etc.

- Other methods: expert method, asking for suggestions, evaluation of research contents and results; mathematical statistics for summarizing experiment results in order to verify the feasibility of the research and give out scientific conclusions.

5. Scientific hypothesis

The training delivered today at the Faculty member History, Hanoi National University of Education despite these results in a certain degree, but the university graduates often face many difficulties in teaching, not satisfied practical applications are general education innovation. Therefore, if the application of measures of formation and teaching skills training with the request that the thesis proposal will contribute to improving the quality of teaching and teacher training in university history teacher Ha Noi in particular, the teacher training institutions in the country in general.

6. Scientific and practical significance of research

6.1. Scientific significance

The dissertation contributes to diversification of theoretical system on teacher training issues in general and history teacher training in particular; determination of separate teaching skill system of History teachers; and it also recommends measures for formation of such skills for students of History Education - Hanoi National University of Education.

6.2. Practical significance

Results of the research will be directly applied for training students of History Education - Hanoi National University of Education. Product of the research can become reference and can be used to improve educational skills for students and Lecturers of History teaching methods at Universities of Education in general that contributes to improvement of history teaching quality at present.

7. Contributions of the research

Successfully performing given tasks, the dissertation contributes to:

- Affirmation of the role and significance of forming teaching skills for students in the Faculty of History.

- Evaluation of actual teaching skill practice of students in the Faculty of History - Hanoi National University of Education at present through practical survey and investigation results.

- Establishment of output standards for History teacher training programs in the orientation of professional competence development.

- Determination of basic, key teaching skill system to be formed for students of History Education and give out set of criteria for evaluating each particular teaching skill.

- Recommendation of efficient educational methods to form teaching skills for students in the Faculty of History - Hanoi National University of Education; this process of teaching skill practice can be applied for History teacher training institutions nationwide.

- Demonstration of efficiency of forming teaching skills for students of History Education through teaching experiment.

- Provision of recommendations for History teacher training program innovation and quality improvement of Hanoi National University of Education.

8. Structure of dissertation

In addition to the Foreword, Conclusion, Appendix and Reference, the Dissertation includes 4 chapters:

Chapter 1. Overview of research projects related to the subject

Chapter 2. Theoretical foundations and realities of formation of teaching skills for students in the Faculty of History - Hanoi National University of Education

Chapter 3. Skills and criteria for evaluating teaching skills of students in the Faculty of History - Hanoi National University of Education

Chapter 4. Some measures for formation of teaching skills for students of History Education - Hanoi National University of Education

CHAPTER 1. OVERVIEW OF RESEARCH PROJECTS RELATED TO THE SUBJECT

1.1. The study of pedagogy, psychology

1.1.1. Researches of foreign authors

T. A. Ilina in the ***Pedagogy*** (Education Publishing House, 1973) intensively mention the natures, principles of teaching process, teaching methods and forms of teachers *in order to promote pupils to make willing effort, stimulate interest and desire of reaching some purpose.* These are suggestions for forming professional competence for students of education in training.

David A. Jacobsen, Paul Eggen, Donal Kauchak in the ***Methods for Teaching*** (Prentice Half-Gale 2002) gave out teaching methods and techniques suitable to different learning styles of pupils in order encourage their active role. In accordance with the authors, if teachers know how to diversify teaching methods, it will be more efficient than following a certain method.

Chris Tyriacou in the ***Essential Teaching skills*** (Nelson Thornes Ltd, Delta Place 27 Bath Road CHELTENHAM GL53 7TH United Kingdom) outlined relevant teaching skills in efficient teaching: skill of lecture planning and preparation, lecture presentation modes of teachers, class management skill, skill of creating active class atmosphere, skill of evaluating class activities

(evaluating progression of pupils), skill of dealing with wrong behaviours of pupils, etc.

Two authors **Jean – Marc Denommé** and **Madeleine Roy** in the ***For an interactive pedagogy*** (Thanh Nien Publishing House, Hanoi 2005) mentioned a school of interactive pedagogy and its theoretical foundation. The authors think that teaching activity is interaction among three factors which are *Teacher - Leaner and environment*.

The authors of **Association for Supervision and Curriculum Development** – ASCD of the US such as **James H. Stronge** (***Qualities of Effective Teachers,*** Education Publishing House 2011), **Giselle O. Martin – Kniep** (***Becoming a better teacher: Eight innovations that work***, Education Publishing House 2011**), Robert J. Marazano** (***The Art and Science of Teaching,*** Education Publishing House 2011**)**... emphasize that effective pedagogic activities must include three relevant fields: (1) Teaching methods used by teachers - (2) Class management skills used by teachers - (3) Curriculum designed by teachers. All these authors analyze deeply these factors and give out some particular methods of teachers to achieve highest efficiency in teaching.

Based on the summary of teaching experience and theoretical research, **Robert J.Marzano - Debrra J.Pickering - Jane E.Pollock** in ***Effective teaching methods*** (Translator Nguyen Hong Van, Education Publishing House, 2011) introduced effective teaching methods such as "Recognition of similarity and difference", "Summary of main ideas", "Method of learning encouragement and recognition of efforts", "Homework and practice", etc.

The authors **Robert J.Marzano - Jana S.Marzano - Debrra J.Pickering** with the work titled ***Effective class management*** (Translator Pham Tran Long, Education Publishing House, 2011) believe that teachers in class have three roles which comprehensively express teaching competence: selection of teaching methods, design of curriculum and application of class management methods in which class management is foundation.

James H.Stronge in ***Qualities of Effective Teachers*** (Translator Le Van Canh, Education Publishing House, 2011) emphasizes that effective teachers must well perform class management and organization, lesson preparation and teaching organization, teaching, supervision of pupils' progression and potentials. The author also gives out the table of criteria for evaluating skills of an effective teacher.

In the ***Art and Science of Teaching*** (Translator Prof. PhD. Nguyen Huu Chau, Education Publishing House, 2011), the famous American educator **Robert J.Marzano** affirmed that teaching is both art and science.

Giselle O.Martin - Kniep in ***Becoming a better teacher: Eight innovations that work*** (Translator Le Van Canh, Education Publishing House, 2011) presented particular teaching skills for teachers to apply in each class, for different objects of awareness. That requires teachers a continuous creativeness to nourish true learning activities for pupils.

Thomas Armstrong in ***Multiple Intelligences in the Classroom*** **(**Translator Le Quang Long, Education Publishing House, 2011) stated human potentials in eight "intelligences". From that, he orients teachers to appreciate and promote multiple intelligences of pupils and arouse creative potentials of pupils. To achieve it, teachers are required to have actual teaching and educational competence.

Author **Philippe Perrenoud** – a Swiss psychologist, educator in the ***Ten new competences for teaching*** *(French version, Paris, ESF, 1999)* given 10 groups of pedagogic competences for teachers in the new period.

1.1.2. Research by the authors in the country.

In the ***Pedagogy*** syllabus (Educational Publishing House 1987) two authors **Ha The Ngu** and **Dang Vu Hoat** focuses on analyzing a wide range of teaching theory issues such as *processes, principles, content, methods and teaching organization.*

Studying more deeply in teaching process, **Nguyen Huu Chau** in ***Basic issues on teaching program and process*** (Educational Publishing House 1987) affirms that the most essential factor for effective teaching is teacher. No teaching technique, method, equipment and tool can assure teaching success - but teachers can do it. They are always the most important motive in teaching process.

Author **Tran Ba Hoanh** in ***Teachers' issue - theoretical and practical studies*** (University of Education Publishing House, Hanoi, 2006) provides a viewpoint that *a direction for innovating teacher training is to teach pupils to get study method*, affirms the basic function of teachers as teaching study method, of learners as learning study method. A good teacher has to know how to integrate skillfully these two actions in his/her teaching process.

Content of training skills for students of education can include **Pham Viet Vuong**'s research in ***Forming teaching and educational skills for students of university of education through field visit at schools*** (University of Education Publishing House, Hanoi 2001). The author sets forth concept on skills and educational skills, classification of educational skills, building up skill training process for students of Hanoi National University of Education in realities at high schools through pedagogic practices.

The research work of Authors **Dinh Quang Bao, Nguyen Thanh Binh, Nguyen Thi Kim Dung, Ha Thi Lan Huong** and **Vu Thi Son** mentions about teacher training. The book titled ***Teacher training program meets demand of school education innovation*** (University of Education Publishing House, Hanoi 2015) affirms necessity of innovating teacher training at universities of education in the present period, summarizes experiences of some advanced countries on teacher training program, set forth issues of innovating competence-based school education programs. The authors also provide some solutions and conditions for implementing solutions for training teachers at higher education level under credit transfer system: Detailing teacher training model, identifying training content and objective, joining accountability

between teacher training institution and schools in training and organizing regular pedagogical practice and internship.

1.2. The study of history education.

1.2.1.Researches of foreign authors

Researcher **Henri Moniot** in ***History teaching methods*** (French version, Nathan, 1993) mentioned educational competences of teachers in selecting, designing curriculum; using and combining teaching methods in history class; practicing speaking - writing language in history teaching, etc.

The volume ***History teaching at schools*** (French version, Hachette, 2006) of author **Alain Dalongeville** is the literature instructing teachers in teaching history in the aspect of promoting educational competences in following contents: What to do in history teaching? History knowledge in teaching? How to put pupils into learning situations? How does history contribute to citizen training? The author emphasizes the role of history teachers in selecting, establishing and performing lessons by practiced knowledge and skills in the past.

In the eighth book series entitled ***"Apprendre l'histoire?" - How to learn history? (Collection Belge 1998-2005)*** Educators from the Catholic University of Louvain-Belgium have made valuable research in many aspects: Daens - from screen to school (volume 1), teaching time Charlemagne (vol. 2), history from perspective to image (vol. 5, 6), from the past concept to the present (7th volume), history textbooks: past, present Hybrid (episode 8). In particular, the authors have devoted two books on competence and pedagogical competence in the history lesson: Development of competencies in history classrooms (vol. 3), Values of competences in Study history (volume 4). Derived from the requirement of standardized teaching in the history of the French-speaking department in the Kingdom of Belgium, these capacities are formed and practiced in the pedagogical environment: from theory to general practice. It consists of 4 contents: 1) Ability to build research problem in teaching; 2) Ability to comment, critique the history; 3) Comprehensive capacity; 4) Presentation capacity. In particular, Jean-Louis Jadoulle, Mathieu Bouhon, and Catherine Dambroise have developed a theoretical framework to guide teachers and pedagogical students to practice skills such as building relationships. Specific integration and evaluation networks; To teach in the classroom; Organizing methods for evaluating the history teaching process; Completion of capacity at the end of the school year.

Thus, the study of foreign authors emphasizes the important role of history teaching in the direction of developing students' competencies, and refers to the specific pedagogical abilities of the educator A history lecturer to attract students' attention to the lecture, to create interesting learning experiences for learners. On the basis of accessible materials, the thesis author identifies the system of basic teaching skills of the history teacher and proposes specific measures to form that skill during excavation. Create teachers at Hanoi Teachers' Training College.

1.2.2. Research by the authors in the country.

In syllabus and reference materials on History teaching method such as ***History teaching method*** volume 1 (**Phan Ngoc Lien** as chief editor, (University of Education Publishing House, Hanoi, 2010), ***Pathways and methods for enhancing History teaching effect at schools (*****Nguyen Thi Coi,** University of Education Publishing House, Hanoi, 2006***),*** History teaching process is mentioned and considered as a unified process of two inter-effecting stages - teaching by teachers and learning by pupils.

In ***System of History teaching method at secondary schools*** (University of Education Publishing House, Hanoi, 2005), author **Trinh Dinh Tung** provides two method groups used in History teaching: (1) Information for recreating history (focusing on teacher's role: supplying and disseminating knowledge), (2) Development of perception, study, research competence (focusing on learners' role: self-learning and discovering knowledge under teachers' instruction and organization); History teaching methods are suggestions for the thesis author to identify teaching skills of teachers of History and to propose methods for forming such skills.

Referring to the issue of teaching skills of students of History Faculty of universities of education, the ***Introduction to History*** (University of Education Publishing House, Hanoi, 2006) by **Phan Ngoc Lien** (chief editors), **Trinh Dinh Tung Dang Van Ho, Tran Quoc Tuan** has provided basic competences to be formed for students of History Faculty of universities of education: self-learning competence, teaching competence, scientific research competence, training-into-self-training competence. Teaching competence is a typical and basic sign of teacher at school, conducted since students admit to university of education, in which the teaching theory and methods school have a special duty to form the basis of teaching competence for students.

To more specifically study teaching competence to be trained for students of History Faculty of universities of education, we have learnt the ***Training educational skills of History*** (University of Education Publishing House, Hanoi, 2009) by **Nguyen Thi Coi** (chief editor), **Trinh Dinh Tung, Nguyen Manh Huong, Doan Van Hung** and **Nguyen Thi The Binh**. The authors affirm importance and necessity of training educational skills for student of History at universities of education. These skills are: expressing, using blackboard, building up and using visual teaching utensils in teaching history; using textbooks and developing data, organizing extracurricular activities, exploring and using Internet information...

Generated from these theoretical principles of teaching History, from proper conception on "professional nature" of teaching activities, author **Kieu The Hung** has studied in depth "pedagogic manipulation" of teacher of History. ***Pedagogic manipulation in teaching History at high schools*** (VNU Publishing House 1999) not only listing, classifying forms of manipulation in teaching History, the author also designs a process for building up such manipulation and applying on forms of teaching the subject with specific practicing exercises.

In the ***Development of History self-learning skill for pupils*** by Author **Nguyen Thi The Binh** (University of Education Publishing House, Hanoi 2014) many issues are mentioned systematically and comprehensively in relation with teaching History in general, self-learning History by pupils in particular; a wide range of problems that many history teachers of History are interested are explained such as which self-learning skills are necessary to be formed for developed for pupils, how to develop such skill.

In addition, we also approach papers mentioning **pedagogical competences, solutions for forming teaching skills for students of education, teachers training program at universities of education**, which are advertised on Journal of Educations: *Relationship among teacher profession standard, outcome standard and training program of University of Education* (Dinh Quang Bao, Journal of Education, special edition June 2010); *Pedagogical practice in quality of training teachers* (Kieu The Hung, Journal of Education, special edition June 2010); *Solutions for enhancing educational skills for students of education (*Nguyen Van Khoi, Journal of Education, edition 253, term 1 January 2011*); actual situation of training teachers - viewed from capabilities of meeting actual requirements of school education for senior students and entry-level teachers (*Nguyen Thi Kim Dung, Journal of Education and Society, edition 8 (68), January 2011*); Innovation in training educational skills in universities of education under direction of professional competence formation (*Nguyen Thi Kim Dung, Journal of Education, edition 308, term 2 April 2013*); Relationship between teachers' educational skill competence and students' educational skill competence in training teachers* (Hoang Thi Kim Huyen, Journal of Education, special edition November 2014)…

1.3. Teacher training programs, pedagogical competence training for students from several countries around the world.

Around the world, education is seen as the core issue for the development of a country. Changes stem from the global nature of the ongoing changing educational environment, the issue of teacher training is specifically interested. For more theoretical basis and practical solutions are given in the thesis, we have studied the experience of countries (France, USA, Australia, Japan, Germany ...) have religious background advanced education in the world on a number of issues: The model of teacher training programs and practice, pedagogical practice; About pedagogical competence required for graduates pedagogical university degrees; Ability to use teacher training model of the world into Vietnam.

1.4. Summary assessment of research outcomes of published scientific works and issues to be researched continuously

Through aforesaid documents, we realize that authors have addressed the following issues:

- Affirming role, position and importance of training, drilling educational skills for students of education; Providing conception, role and components; classifying basic teaching and setting forth criteria for assessing such skills.

- On basis of addressing realities of training educational skills at universities of education, many authors have proposed pedagogical methods for

quality enhancement, drilling teaching skills at training institutions such as: innovating program, content, training method, teachers' teaching method, enhancement of university facilities, etc.

Such above mentioned research outcome is a source of precious and necessary reference for the writer during the thesis completion. However, there is not any work addressing systematically the teaching skill of a teacher of History, especially teaching skill at class and method of forming such skill for students of History Education - Hanoi National University of Education.

CHAPTER 2. THEORETICAL FOUNDATIONS AND REALITIES OF FORMATION OF TEACHING SKILLS FOR STUDENTS IN THE FACULTY OF HISTORY - HANOI NATIONAL UNIVERSITY OF EDUCATION

2.1. Theoretical foundations

2.1.1. Basic concept related to the thesis

**** Skills***

On basis of studying viewpoints of psychologists and educators, we realize that *skill is a fruitful implementation (manually or by awareness) of a work by applying available knowledge and experience for action properly with circumstance and allowable condition. Skill indicates level of thinking manipulation, action competence and action's engineering.*

**** Teaching skill***

Within scope of specific research of the thesis, we suppose that *teaching skill of students of History Education is application of available educational knowledge to perform effectively History teaching activities in specific conditions.* It should be emphasized that teaching skill are not simply the expression of formality manipulations such as speaking skill, writing skill, presentations skill, graphic skill, pedagogic circumstance handling skill… In its system, in-depth thinking skill, analyzing skill, skill of comparing to interpret nature of the event, of research object to build up lesson structure, to explore nature relationship of basic scientific knowledge, to identify basic content of the scientific knowledge system… are most important and core of the teaching skill.

**** The relationship between "skilled" and "capacity***

Between "skilled" and "capacity" has a close relationship with each other. Capacity is a combination of knowledge of field activities, conducting skills, psychological conditions to organize the skill in a unified structure and a clear direction. Skill is just a basic element of vital capacity, realize the capacity and competence is an indispensable foundation of skills. On the other hand, if you only have the knowledge or skills, or attitudes - a separate element, it is not made up of energy, must be a combination, organizations such elements. Good skilled people is not necessarily good capable people, but through retraining and skills training with proper methods and systems will develop their own capacity.

**** Mechanism skill formation:*** The formation of general skills, the skills of teachers in particular is a process to be carried out step by step from simple

to complex, can not proceed arbitrarily, tinkering empiricist under which must be conducted in a scientific manner, in compliance with certain procedures. To succeed, students must participate directly in the learning process, there must be an understanding of the skills, have the ability to apply creative and flexible these skills in specific circumstances.

**** The conditions for the formation of skills:*** Based on skills formation stage, the educators also stressed to form skills, requires specific conditions of the facilities, qualifications recognized internal resources and knowledge of the students, the capacity of the instructor.

2.1.2. Labor characteristics of teacher educators.

The most important feature of pedagogical work is that there is always interaction between people and people, teachers - teachers, teachers - students, students - school community - social community . The product of the teacher profession is human personality - a living psychological entity that is growing and developing over time, is diverse and complex. The object of teacher impact is human, so it is also possible to reflect, acquire information and process information in different ways. The personality qualities of teachers are also the source of positive information to the formation of student personality. In short, in labor violation, the object of labor is human, the tool is mainly human, product is also human. The object of teaching is not only the lively, vivacious, physically and spiritually mature people, but their growing and maturing process is influenced by many aspects such as family, The school, the social environment outside ... That requires the teacher in the process of his work must always have the adjustment, creativity and high art.

2.1.3. Innovation-oriented teacher training in Vietnam

**** The role of teachers***

The teaching staff is the core of education, quality of education decided by the school. Teachers weaknesses and shortcomings, even with the program, educational materials or facilities adequate teaching facilities and modern still can not guarantee the quality of education. Teachers not only acts as a communicator of knowledge but also the organization, direction, guide, inspire, mentor, referee academic activities, to explore, to discover, to help students self knowledge occupying force. So, standing in front of the reform requires comprehensive education, teachers must be able to innovate teaching methods, teaching methods move from focusing on the role of teachers and teaching activities into the teaching focuses on the role of students and school activities; notification from teaching, explaining, teaching illustration to exploratory activities.

**** Renovation of teacher training objectives, curriculum and content***

Current school curriculum in high school is being built in a capacity approach. This is a basic guideline for defining goals, content, teaching methods and education. Students are attached to "learning activities", teachers are associated with "teaching activities". Teachers design, implement, construct the teaching process, organize students to explore new knowledge, and set the example, which is the object for students to learn. Therefore, the teacher

training program at the University of Pedagogy should combine professional training and professional training, combining training and self-training, teaching methods and learning styles.

Teacher training programs need to combine basic science knowledge, specialized science and educational science. In addition to providing scientific knowledge, attention should be paid to the formation of competencies and skills needed for the teacher. Two professional training and professional training tasks must harmonize with each other in terms of program length. Pedagogic schools need the concept of teacher training as a continuous process, with a combination of training and self-training. The teacher's work is human with all the complexities, the content of the subject changes constantly. Therefore, if they are not able to improve their own level, not being able to facilitate the retraining process, they will hardly be able to fulfill the duties of an educator in the 21st century.

**** Innovate teacher training methods:*** One of the factors that influence the process of self-training and regular training is that students must be taught how to learn. This is not only a means of improving learning outcomes, but also must be a goal to be achieved in the teacher training process. Renovation of teacher training methods in the direction of promoting learners' activeness in universities is based on the principle of "turning the training process into a self-training process." Hanoi University of Pedagogy should promote the positive, active, creative, self-study ability, self-study of students.

**** Improve the learning conditions of students at the teacher training facilities:*** Good facilities to create conditions for students to promote, improve and perfect their inherent capacity, self confidence Strengthen, help each other to strive to become good teachers in the future

2.1.4. The role and significance of shaping teaching skills for pedagogy students History.

The goal of the History Department - Hanoi Teachers' Training College is to train skilled teachers in professional and solid pedagogical skills in the future. The organization of vocational skills training activities enable students to turn the basic science and business science knowledge into teaching skills, combined regularly and in time. Reasoning with practice, learning goes hand in hand with training. Active teaching skills will help students have conditions to accumulate historical knowledge, develop the system of pedagogical skills, foster professional feelings, build quality and capacity of The teacher. Therefore, to improve the quality of professional practice activities to form teaching skills for pedagogical students. History - Hanoi Teachers College is to contribute to the training of high quality teachers. Meet the requirements of the educational realities of the country in the trend of integration

2.2. Target of practical supervision and survey

Our practical survey and investigation aim at analyzing reality of training teacher of History of Hanoi National University of Education; Analyzing demand of drilling teaching skill of students of History - Hanoi National University of Education; Exploring the teaching skills necessary for

graduates from universities of education and solutions for forming such skills; Surveying self-survey on teaching skill of senior students (History Faculty of universities of education); Surveying behavior and study spirit of History of pupils at present, whether teaching methods of teachers of History at schools have met demand for innovating of school education after 2015 or not; analyzing cause of such reality.

Investigation method: Sociological surveys aim at building partially practical foundation of the research content as well as foundation of teaching experiment. Basic form of investigation is through questionnaires (questionnaire, poll sheet), observation sheet.

Through practical survey and investigation, we realize that key problems creating a breakthrough in enhancing quality of training teachers in general and forming the teaching skill in particular for students of History Faculty - Hanoi National University of Education have not been solved:

- The content of educational skill training program for students has not been updated and supplemented with new content satisfactorily with requirements for advanced teachers. Contents related to training teachers and making them become *Educators, Researchers, Learners, Culturists* remain doubtful. Meanwhile practice is few, programs of training teachers in general and training educational skills in particular at Hanoi National University of Education remain most theoretical and less practical.

- Content has not been truly suitable wit practice and integrated with school education. A wide range of knowledge has been supplied to students during training at universities but it is not necessary or not close to reality of school education. Pertaining to modules of educational skills with modules of basic sciences is not good, which is demonstrated at separation of teaching basic sciences with professional sciences both in program content as well as at lectures. Moreover, the connection between the basic science with similar subjects to be taught at schools is not close.

- There is not any appropriate investment and adequate funding for activities of educational skills. Forms of practices have not been diversified, plentiful and have not brought up capabilities of teachers of various subject at faculties as well as teachers of Nguyen Tat Thanh Secondary and High School. The relationship between a university of education and a school remain loosed.

CHAPTER 3. SKILLS AND CRITERIA FOR EVALUATING TEACHING SKILLS TO BE FORMED FOR STUDENTS IN THE FACULTY OF HISTORY - HANOI NATIONAL UNIVERSITY OF EDUCATION

3.1. System of History teaching skills

3.1.1. Classification of History teaching skills

3.1.1.1. Some methods for classifying teaching skills of educators

There are many different methods for classifying teaching skills. In the book titled *Microteaching and Prospective Teachers* by **M.J.Lakshmi** (2009,

pages 65-69), some methods for classifying teaching skills of researchers such as *Allen and Ryans, Passi, Joshi, Ram Babu…* have been provided. However, the teaching skills set forth by educators are general skills for all teachers. Some skills are divided into component skills (for example: Passi skill classification system has three question-related skills). In our opinion, apart from such aforesaid skills, subject teachers should identify general teaching skills and typical and special teaching skills as stipulated by subject feature.

3.1.1.2. History teaching skills system

In teaching History, teachers use various skills to obtain lesson objective. Thus, there are also various methods for classifying teaching skill on basis of various criteria: according to subject characteristics, forms of teaching History, teaching progress and task of teachers of History… Selecting manner of classification is dependent on research objective. Within scope of study of the thesis, we have selected the method for classifying teaching skills to be formed for students of History Education according to teaches' tasks. In our opinion, it is the most used method because it mentions nature of teaching History. Such classifications facilitate students in drilling each teaching skill, also understanding specific tasks of teachers when teaching a period of History.

3.1.2. System of History teaching skills necessary to be formed for students of History Education

3.1.2.1. Foundations for identifying system of History teaching skills: (1) Pursuant to advanced approach viewpoint on teacher's role**.** (2) Pursuant to "Professional standard of secondary school and high school teachers" issued by the Ministry of Education and Training enforceable since 2009. (3) Pursuant to training target of the History Faculty of Hanoi National University of Education (4) Pursuant to content of higher education program of History Education and outcome standard of Bachelor in History program issued by Hanoi National University of Education. (5) Pursuant to general target of teaching History at schools. (6) Pursuant to features of History knowledge in school education program

3.1.2.2. System of teaching skills necessary to be formed for students of History Education - Hanoi National University of Education

Generated from such aforesaid foundations, the system of teaching skills necessary to be formed for students of History Education - Hanoi National University of Education is categorized in two groups as follows:

**** History lesson preparation:*** (1) Skill of exploring object of perception, (2) Skill of exploring educational environment, (3) Skill of setting up the teaching plan, (4) Skill of identifying target of lesson, (5) Skill of designing History lectures.

**** History lesson performance*****:** (1) Skill of using spoken language and writing; (2) Skill of building up a friendly, opening and cooperative learning environment/ skill of educational communication; (3) Skill of building and using visual utensils in teaching, (4) Skill of using teaching facilities and applying information technology on teaching; (5) Skill of using textbooks and reference materials in teaching; (6) Skill of developing and using teaching

documentation; (7) Skill of organizing learning activities of pupils; (8) Skill of using teaching methods to develop historical perception competence for pupils; (9) Skill of guiding self-study by pupils.

**** Assessment Skill:*** The ability to test - evaluate students' learning outcomes.

3.2. Criteria for assessing the s*ystem of teaching skills necessary to be formed for students of History Education - Hanoi National University of Education*

3.2.1. Principle of developing criteria for assessing the system of teaching skills necessary to be formed for students of History Education

With advanced viewpoint on teacher training and teaching process, we have set forth principles for building criteria for assessing the system of teaching skills necessary to be formed for students of History Education - Hanoi National University of Education: reality, modernity, feasibility, comprehensiveness, consistency and popularity appropriately with students' competence and qualification.

3.3.2. System of criteria for assessing the system of teaching skills necessary to be formed for students of History Education - Hanoi National University of Education

Generated from target and content of the program, demands for innovating teaching method at high school level after 2015 and outcome standards for Bachelor graduates in History Education of Hanoi National University of Education, we have classified and identified the most basic, key and necessary teaching skills of a teacher of History; set up system of criteria for specifically assessing grade of forming such skills.

Forming the teaching skills for students of History Education should be performed under scientific process, from easily to difficultly, from simply to complicatedly, assuring requirements of such drilling process. This process must be performed in such learner-centered manner that students must directly, actively and proactively participate in drilling such skills under organization and instruction by lecturers. Accordingly, criteria for assessing the teaching skills toward students must also be divided into four different levels: (1) less skilled, skilled initially, (2) skilled completely, (3) skilled perfectly.

Criteria for assessing teaching skills			
Skills	**Level 1**	**Level 2**	**Level 3**
1. Skill to learn student and develop curriculum in the school	- There is no knowledge of psychological characteristics, cognitive level of students. - The relationship between the program	- Have knowledge of students, study the records of student learning - Analytical and commentary on the history curriculum in high school	- Regularly update information about the student's learning situation, needs, motives, attitudes - Design is the curriculum of the subject

	and the textbook has not been analyzed.		
2. Skills to explore the educational environment	- Have not learned about the facilities and equipment of the local school where they teach	- Know how to use the methods of policy research, effective use of facilities to develop teaching plans	-Use effective, creative teaching equipment - Automatically collect, process information, effectively use that information in the teaching process
3. The skill of teaching planning	-Not know how to classify and build different types of teaching plans -The beginning of the design is planned for school year, semester, lesson	-Designed teaching plans combine closely between teaching and education, according to knowledge, skills and attitudes	- Set up teaching plans, identify methods and forms of teaching organization. Make flexible, creative plan there
4. Skill determines lesson objectives	-No knowledge of the lesson objectives -No know the target of the lesson	Know the target of the lesson according to the standard of knowledge, skills and attitude of history	Identify lesson objectives in the direction of student achievement
5. The skill of designing history lectures	-No understanding history design process -Is confused when choosing basic knowledge	-Need to design history lecture Define the basic knowledge of the post	- The lecture design promotes positive, active, creative students.
6. The ability to use spoken and written language in teaching	-fixes some errors when pronouncing, expressing. Slow reading, lack of science, wrong posture	- Standard sound, clearly expressed, easy to understand -Beautiful table, scientific presentation, correct posture	-Expected rich image, lively, inspirational. Incorporate teaching and writing boards, writing and drawing
7. Skill to build learning environment	-No know how to create friendly atmosphere, open in the classroom -Not confident, awkward, awkward	-Be learning to create friendly atmosphere, exciting, exciting -Private teaching style, mature	-Look to engage students in learning activities Be smart about pedagogical situations

8. Skill build and use visualization tools in teaching	-Not distinguish the kind of visual aids in teaching -Not understand principles and usage of visual appliances	- Clearly distinguish the kind of visuals - Know the use of visual aids in teaching history	-Choose the choice, use visual aids appropriate to the objectives and contents of the lesson -Keep students to build simple visuals.
9. Skills to use teaching aids and information technology applications	-Not know the use of teaching aids, computer software can be applied in teaching history	-No choice and use of teaching aids in accordance with the objectives and content of the lesson. Know some software tools to teach history	-Using creative teaching facilities in the right techniques, processes, high efficiency -Need to improve and manufacture some simple teaching aids
10. Skillful use of textbooks and reference materials	-Not know how to use basic knowledge in textbook -No understand the meaning of reference in teaching	-No exploitation, thorough use of textbooks and references in teaching but not effective	- Effective use of textbooks and reference materials in the direction of promoting positive, independent awareness of students
11. Skills to build and use documentation files in teaching	-Do not distinguish between types of documents in teaching materials -Do not use documentation files in teaching	-Building, exploiting and using the information in the documentation files to teach but still embarrassing	- Know the use of informatics software to build records - Regular updates, new sources
12. Skills in using modern teaching methods and techniques	-Do not distinguish the method of teaching history -does not understand the principle of selection, use the method	Determine the teaching method in accordance with the target and the lesson. Know the advantages and disadvantages of each method	- Determine the main method of the lesson -No innovative, innovative method to improve the efficiency of the lesson
13. Skills to organize history	-No knowledge of the forms of teaching organization	-Choose and use the forms of teaching organization to	-Active, creative use of methods and forms of teaching

teaching activities	-No determine the teaching activities in accordance with the objectives and content of the lesson	create learning motivation and excitement for students	organization in the direction of promoting positive and proactive learning of students.
14. Skill Guide self-study students	-Only focus on classroom teaching without guiding students to self-study	- Know the organization, guide students self-study at home. A clear, specific, logical learning orientation	Identify self-learning skills development system for students, take specific measures to develop that skill
15. The ability to monitor and evaluate students' historical cognitive activity	-No distinguish the tools, type of inspection, evaluation -No know how to plan testing, evaluate appropriateness according to program distribution	-Variable choice of assessment form of assessment, suitable for students Accurate, comprehensive evaluation of student learning outcomes	-Using proficiency in traditional and modern methods to test and evaluate the learning outcomes of students

CHAPTER 4. SOME MEASURES FOR FORMATION OF TEACHING SKILLS FOR STUDENTS OF HISTORY EDUCATION - HANOI NATIONAL UNIVERSITY OF EDUCATION TEACHING EXPERIMENT

4.1. The process of forming teaching skills for students in pedagogy History - Hanoi Pedagogic University.

In the theory of teaching, there are many theories of applied psychology such as behavioral theory, cognitive theories, tectonic theory ... marked by the birth of many teaching methods such as teaching the chapter Group teaching, case study, micro teaching ... Organizing training of teaching skills for pedagogical students History, we have applied all the The method above is to provide the most practical process, suitable to the specificity of the subject and to ensure the training of teachers of Hanoi Teachers' Training College.

4.2. Some measures for forming teaching skills for students of History Education

4.2.1. Formation of teaching skills for students of History Education by microteaching methods

This is a method which only applies in teacher training institutions but doesn’t apply in high schools. Upon using this method, teachers teach students knowledge based on normal class simulating situations, which makes micro lessons similar to the real ones in high schools. As soon as lessons end, comments of observers are given. Observers may be practice instructing teachers or students in the practice groups. Practice environment includes

factors: micro lesson, pupils and practice skills. Students participating in practice process will be closely monitored. Practice process will be conducted independently for each individual. The micro-teaching method aims at formation of each skill for students. Therefore, each student must take part in it actively, independently and voluntarily.

The mircoteaching method has many advantages in forming the teaching skills for students. Microteaching method analyzes teaching activities into separate skills; practice targets are clearly determined, so lecturers can easily check the achieved targets, creates conditions for students to directly take part in the practice process actively. Using microteaching method to help each student develop capacity in the skill practice process. Mircoteaching method is effective in testing, assess, supplying the effective, systematic assessment tools to allow lecturers and students taking part in class to give comments on the true basis.

We have deployed formation of teaching skills for students of The Faculty of History by mircoteaching method in modules: *General issues on theory and method of teaching History in high schools, Teaching practice in schools, Method system of teaching History in high schools, Teaching practice in high schools, Regular teaching skill practice,* and this method is conducted in both class and students' club activity sessions on teaching skill practice. Contents are skill formation of using spoken language in teaching history. Each student is assigned to set up a lesson plan, prepare a micro lesson on optional content in high school history program with using presentation methods such: description, report, explanation, mentioning characteristics, historical narrative. After preparation, students conduct a short lesson in 5 - 15 minutes according to the lesson plan corrected by lecturers. When students pratise teaching, lecturers have missions to use digital video camera to record all processes. After the lesson finishes, the student group sees the video, conducts discussion and give feedback in 5-7 minutes. The student who just practices teaching is assigned to repair the lesson plan at home and practice teaching for the 2nd and 3rd time afterwards. This is a very effective method of forming skills.

4.2.2. Establish a career orientation, pedagogical style for students under the guidance of faculty

Training time in the school is very important, equip the basic knowledge for students to continue to improve their professional level in the direction of lifelong learning. Therefore, the lecturer must pay attention to promote the initiative and self-conscious spirit in the knowledge acquisition, creative in the practice of trainees. Students need to be more aware of the accumulation of historical knowledge, pedagogical knowledge, moral education, spirituality, study, persistence and rigor in learning. In fact, it is affirmed, have mastered the knowledge to be active in teaching, can teach good, teach well, step up the level of creativity and art. The new training. The process of training of students very much need encouragement, encouragement of the trainers. Recognizing their role, each teacher should strive to be a role model, a model of innovation, teaching method innovation, so that students can learn pedagogical teaching right

on the lecture. Road, during every lesson of the teacher. Therefore, in all modules (both basic science and educational science), pedagogical content must be integrated to a certain extent. It means that faculty's faculty must be good at both professional knowledge and pedagogical knowledge. It is the personality of the teacher, the method of conveying knowledge that is easy to understand, the ability to grasp the psychology of learners, flexible handling of pedagogical situations ... will motivate students actively. Practice skills. Teaching methods, love for the job, devotion to the students of the teachers have the effect of forming career skills for children by the fastest, most effective way

4.2.3. Actively instruct students practice pedagogy regularly

In class hours on the theory and teaching methods, the faculty members of the teaching methods of the history faculty directly practice the KNDH model in, guiding the student's training activities during the pedagogical week of The school in November every year, put students into the school practice Nguyen Tat Thanh, instruct students to prepare lesson plans, lesson plans, professional and educational harvest of students, encouraging students Present new ideas in teaching. From the feedback of the students, teachers quickly adjust the content and teaching methods to meet the requirements of practice. Practical activities of students under the guidance of lecturers include: Practice in the discipline training room; Combining "learning with action", "theory connected with practice" in teaching theories about theory and teaching methods.

4.2.4. Build up a team of qualified teachers who practice the pedagogic skills in high school

Between theories and practice is the distance is quite large. The process of forming teaching skills for students is not just about providing the theory of methodology and business science but of expressing that theory in the lecture, style and manipulation of the instructor. pulpit. That is the innovation face and live. The pedagogical school is a vocational school, but it is lack of vocational teachers. In fact, some faculty teaching methods, although very good in methodological theory - but the ability to model students is limited. This is also normal, since the practice of practice has its own specific qualities that not everyone has the advantage of it. Therefore, it is necessary to form a team of professional model teachers from the teaching staff of high schools. They have taught history in high school and can participate in the pedagogical training process: from instructing students to practice teaching and learning, illustrating theories of teaching methods. Analyzes a lesson plan, hands-on exercises for students on the teaching skills needed by the history teacher. The teacher's model lecture will bridge the gap between theory and practice, transforming innovation from theory, ideas into real products, Specific violations.

4.2.5. Strengthen the guidance of students to train their pedagogical skills in the training process.

By examining the pedagogical drills of students of the Faculty of History, we find that: students have a relatively solid knowledge of basic sciences and teaching methods, but skills Pedagogy is limited. One of the causes of the

condition is because they have less practice conditions. Organizing regular pedagogical activities will provide students with the basic qualities and abilities of the teacher, especially the skills and teaching techniques so that they can be proactive and Independently undertakes the organization of teaching and organizing educational activities in high schools. Therefore, Faculty of History should regularly organize professional activities for students in the training process, with various forms of training to attract students enthusiastic participation, active self-training And enhance your career skills

In order to form specific teaching skills for students, the subject group of the theory and teaching methods of History has clearly defined specific pedagogical training activities for the semesters and school years. In accordance with the level of knowledge, the learning content of the children, ensuring the logic of the process of training from low to high, from simple to complex. The training activities and self-training professional skills are also diverse as: Establishment of student pedagogy training; Organizing professional pedagogic competitions at all levels; Train the teaching skills at the pedagogical research and pedagogical development center; Practical pedagogic practice at Nguyen Tat Thanh Junior High School.

4.3. Experimental pedagogy

The experimental process aims to demonstrate the feasibility and effectiveness of measures to form teaching skills for pedagogical students. History contributes to improve the quality of teacher education at Faculty of History Study Hanoi Pedagogy. In order for the pedagogical experiment to achieve the purpose set out above, the experimental process must perform the following tasks: Identification of experimental objects; Selection of experimental content; Develop an experimental plan; Organizing the formation of teaching skills for experimental subjects; Gather empirical documentation and analyze the results; Make conclusions and recommendations on the content of research based on the findings of the topic. Selected subjects were 41 K63 students.

We use the micro teaching method to experiment with a number of individual teaching and teaching skills. With the same student object, students do hands-on exercises, lesson plans, and historical lecture presentations (10-20 minutes with individual skill, 45 minutes with total skill). Incorporate) the full expression of the teaching skills have been trained. That is the same subject, students will perform twice, once before training, and after completing the training. Results are verified through the detailed evaluation of each indicator, the specific criteria of the skill. The author of the thesis directly planned experiments, organized the experimental process with a number of teachers teaching methodology. The statistical values obtained from the empirical and direct observations confirm the progress or difficulties encountered by students in the process of skill formation. This proved the effectiveness and feasibility of the measures proposed by the author in the thesis.

CONCLUSION

Occupational capacity is a combination of a number of factors, in which occupational skills are of particular importance, being the direct, most decisive factor in the quality and effectiveness of occupational activity. Therefore, in vocational training, in addition to theoretical training, special attention should be paid to vocational skills training. It is said that "old teachers, young children" - means teachers must persevere, long-term training efforts in school chairs and years devoted to teaching. Therefore, the activities that form the teaching skills for students of historical pedagogy must be guided from the moment they enter the Hanoi Teachers' Training College. Teachers, as well as many other professions, the process of self-training - lifelong training plays a very important role, deciding the quality of general education. R. Roysingth, a UNESCO education expert, said: "The quality of an education does not exceed the quality of the teachers who work for it. Therefore, the formation of teaching skills for students - future teachers is a breakthrough for the implementation of the new general education.

The current requirement of education reform in Vietnam is to develop learner capacity. This request can only be made by a team of qualified teachers with high professional qualifications and pedagogical expertise. Therefore, the training of teachers of history - Hanoi Pedagogical University needs to make breakthrough changes to meet the requirements of renewing the program of general education after 2015. Based on the theoretical study and the practical evaluation of teacher training in History - Hanoi Teachers' Training College, the current state of teaching and learning history in the current school, the thesis defines the system Basic core teaching skills should be established for the history teacher, providing a set of criteria for assessing the level of each skill formation, and proposing specific pedagogical measures to develop those skills. For pedagogical history students.

Measures to help develop the teaching skills for pedagogy students proposed by the thesis are: Using micro teaching methods; Establish a career orientation, pedagogical style for students under the guidance of instructors; Actively instruct students to practice pedagogical work regularly; To build a contingent of teachers practicing the model of teaching skills in general schools; Strengthen the guidance of students to train their pedagogical skills in the training process. The author of the thesis proved the effectiveness of the aforementioned measures through experimental pedagogy. The research results of the thesis will be applied directly to the training process of students in History of Pedagogy - Hanoi Pedagogic University, as a reference material for pedagogical training for students. And teachers at the universities of pedagogy in general, thereby contributing to improving the quality of teaching history in schools today.

During research to solve missions of the title, we would like to give some recommendations as follows:

- To meet missions of an Education University - the “main university” in education system, teacher training program of Hanoi National University of Education must be cared about at present and in the future. Specifically, we should train teachers with virtue and professional capacity meeting requirements of the changeable high school program and flexibly coping with quick change of life, technical science, and technology and program development requirements of stages, various levels.

- Hanoi National University of Education must ensure balance, reasonable rate between professional knowledge and teaching skill knowledge, between theory and praxis in training programs. Content of modules on teaching skills must be evenly taught in four years to ensure systematic nature, development during practice. Content of forming the teaching skills in major science subjects need to be combined to help students have both teaching skills and solid basic knowledge.

- Enhancing capacity of lecturers - the determining factor to enhance education quality. A lecturer must be a good example for students to educate students to understand the skill practice more correctly, help students with more self-awareness, activeness in participating in activities of practicing the teaching skills held by University or Faculty. Hanoi National University of Education should have regulations, policies to encourage lecturers to take part in practicing professional skills for students to help them love job and stick to job.

- Specialized infrastructure system for the teaching skill training must be soon invested and completed to create conditions for students to have means of teaching skill practice. Hanoi National University of Education must have a private room of practicing the teaching skills so that students have space of self-practicing in the environment of professional practice of systematic, standard nature with the support of equipments, teaching means and modern education.

- Building excellent practice teachers at high schools: selecting teachers with teaching experience, enthusiasm, job love, enough qualification and profession, good virtue and conduct to instruct students to practice, teach in the practice hours at the University etc. These activities create tight cohesion between Hanoi National University of Education and high schools.

- Innovation of selecting students according to nature of teaching job. In our opinion, upon selecting students, we should organize interview exam (or multiple choice test) on some necessary skills for teaching (such as: speaking, writing, communicating, understanding the teaching job, knowledge on social science - humanity etc.). It can be said that love job is the determining virtue for effort, results of students during professional skill practice. Building up strategies of reforming pedagogic sector consisting of training and using teachers must have an important position. We must have measures to attract excellent students to The Faculty of History, create conditions for students after graduation to find jobs in accordance with qualification.