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DEVELOPMENT OF BASIC TEACHING SKILLS FOR EARLY CAREER HIGH SCHOOL TEACHERS

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2. **Chu Xuan Dung**, *The status of developing basic teaching skills of early career high school teachers*, Journal of Education, No. Especial, 7/2016.

3. **Chu Xuan Dung**, The *status of basic teaching skills of early career high school teachers*, Educational Equipment Magazine, No. 132, 8/2016.

4. **Chu Xuan Dung**, *Measures to guide and advise to develop basic teaching skills for early career high school teachers*, Journal of Education, No. 387, 8/2016.

5. **Chu Xuan Dung**, *Measures to support the development of basic teaching skills for early career high school teachers*, Educational Equipment Magazine, No. 133, 9/2016.

6. **Chu Xuan Dung**, *The rationale for developing basic teaching skills for early career high school teachers*, The Science Journal - Hanoi National University of Education, Volume 61, Number 6, 2016, 9/2016.

7. **Chu Xuan Dung**, *Measures to foster development of basic teaching skills for early career high school teachers*, The Journal Science - Hanoi National University of Education, Volume 61, Number 6B, 2016, May 9/2016.

PREFACE

1. Reasons for research

Teaching is the basic educational activities in general education, including high school (HS). Professional capacity of the high school teachers are evaluated in many ways, but the basic and most important is the teaching capacity.

Among the teaching capacity of teachers, teaching skills along with the knowledge, attitudes, emotions, and other factors related to the teaching activities of teachers reached a certain level through training and experiencing in teaching (simulation or reality). They relatively sustainable integrate and gradually change into another element which is a new character of the teacher. It allows teachers to do a better job or to conduct effective teaching, and become the teaching capacity of teachers.

Basic teaching skills of high school teachers was formed and developed during the process of professional training at pedagogical universities. However, due to various reasons, teaching skills in general and basic teaching skills in particular of graduated and hired pedagogical students are limited. The researches on teacher training of pedagogical school/faculty in recent years have shown the causes of this situation.

High school teachers play an important role in ensuring and improving the quality of high school education, thereby, improving the quality of high school teachers is an indispensable requirement. recently, the Ministry of Education and Training issued Occupational Standards for secondary and high school teachers (Circular No. 30/2009 / TT-BGDĐT). These standards identify the basic capabilities of the professional activities of teachers. Survey results of 1037 high school teachers with seniority of 10 years of the author Dinh Quang Bao on training high school teachers showed that most high school teachers have not fully meet all capacity according to high professional standards for teachers. With seniority teachers have less than 5 years, only 8.9% reaching the medium level but13.1% is at the low level.

Hanoi is the capital, the political center, the country's administrative, cultural centers, science, education - training of the country's leading. Within 5 years, Hanoi has about 1.800 high school teachers having less than 5 years seniority. Evaluation results of these teachears according to secondary profession standardization shows that up to 68,0% of teachers are at average; 2.98% of

teachers are at low level (reported by the Organization Department, the Hanoi Department of Education and Training). Detailed analysis of this report shows the level of teaching capability of the teachers is limited.

The above analysis shows that, in order to complete assigned task of teaching, early career high school teachers should be concerned to develop basic learning skills. Therefore, it is the reason to choose thesis "***Development of basic teaching skills for early career high school teachers***".

2. Research Objectives

On the basis of theoretical research and practical basic teaching skills of early career high school teachers, it is essential to propose some measures to develop the basic teaching skills for the high school teachers to help them implement the tasks of teaching at high schools.

3. Research object and subject

3.1 Research object: Early career high school teachers and teaching activity of early career high school teachers

3.2 Research subjects: Development of basic teaching skills for early career high school teacher in high schools in Hanoi

4. Limitations and scope of research

4.1 Research object

Basic teaching skills of early career high school teacher were determined according to access role - function in the study of high school teachers.

4.2 Research location and period

The practical research is taken place in Hanoi. The study period is from the academic year 2010 - 2011 to 2016-2017.

4.3 Research subject and pedagogical experiment

- Research subject: early career high school teachers, high school management staffs, experts in the field of research.

- Practical experiment object: Experiment on a number of measures to develop basic teaching skills for early career high school teachers is done in some high schools in Hanoi.

5. Hypothesis

Early career high school teacher had to teach basic skills, but does not guarantee the high requirements of completeness, validity, proficiency, flexibility and efficiency of the skill. If the proposed measures have impact on the elements

of basic teaching skills to be determined corresponding to the responsibilities of teachers in teaching activities at the high school, it will develop teaching skills base for the novice high school teachers.

6. Research Tasks

6.1. Clarifying the rationale for basic teaching skills and development of basic teaching skills and teaching activities for the early career high school teachers.

6.2. Evaluation of the status of basic teaching skills and develop basic teaching skills for early career high school teachers in Hanoi.

6.3 Proposal and pedagogical test for measures of development of basic teaching skills for early career high school teachers in Hanoi.

7. Research Methods

7.1. Methodology

7.2. The specific research methods

7.2.1. Group of theoretical research methods

7.2.2. Group of practical research methods

7.2.3. Group of data processing method

8. Protected Arguments

(i) Developing basic teaching skills for early career high school teacher is indispensable requirement to improve the quality of teaching in high school and high school teachers as a condition for new entrants to raise the level of the task of teaching in high schools today.

(ii) Develop basic teaching skills for early career high school teacher is a process. Therefore, to develop basic teaching skills for early career high school teacher should be based on the structure of the development process of basic teaching skills to perform synchronous measures to create changes in the structure of each basic teaching skills of early career high school teacher.

(iii) If the basic teaching skills for early career high school teachers are developed, the results of teaching will be enhanced.

9. New contribution of the thesis

(i) Contribute to develop theories about teaching skills, teaching skills development and basic teaching skills for early career high school teacher.

(ii) Identify specific restrictions on basic teaching skills and develop basic teaching skills for early career high school teachers and the cause of these restrictions.

(iii) Propose measures to develop basic teaching skills for early career high school teachers, contribute to improving teaching quality of high schools.

(iv) The results of the thesis can be used as a training document for the early career high school teacher; making teaching materials for secondary training institutions.

Chapter 1
RATIONALE FOR DEVELOPMENT OF BASIC TEACHING SKILLS FOR EARLY CAREER HIGH SCHOOL TEACHERS

1.1. Research Overview

1.1.1. The research on teaching skills

In common, the researches on teaching skills are based on the achievements of researching about general skills of Psychology and Education. Teaching skills has been studied, generalized and applied into teaching in practice at the early time (since ancient times); in the Soviet Union (the former) and the socialist countries in Eastern Europe; research on teaching skills are developed in Western countries like the United States, Canada, Australia, France.... The foundation of these studies is the psychology behavior theory of the authors such as J. Watson, A. Pojoux, F.Skinner. The authors typically can be mentioned are: J.B. Tellfer Bigs & R. (1987), K. Barry & L.King (1993), G. Petty (1998).

In Vietnam, the research on the pedagogical skills and teaching skills of teachers is also relatively abundant by the authors such as Le Van Hong, Nguyen Huu Dung, Tran Tuyet Oanh, Ha Nhat Thang.

1.1.2. Research on developing teaching skills for teachers

The models of training for pedagogical students after graduation have been paid attention by researchers worldwide. So far, there are plenty of researches on the management and development of teachers in the Asia region and the world. These researches include a number of works by authors such as Polunina, L. N (2006) who has pointed out the importance of teacher training models in European countries. The authors Hobson, A.J., Malderez, A., Tracey, L., Giannakaki, M.S., Pell, R.G., Kerr, K., Chambers, G.N., Tomlinson, P.D. & Roper, T. (2006) have raised to form a training model that focuses on moral training and teaching skills for pedagogical students.

In Vietnam, researches on training model and developingpedagogical students after graduation, who later are early career teachers, are not focused systematically. There are studies mentioned about aspects of training teachers as: first study of Le Van Hong in 1975, Bien Van Minh 2/2010; Bui Van Quan; Tran Ba Hoanh; Bui Minh Duc, Dao Thi VietAnh, Hoang Thi Kim Huyen ....

1.1.3. Researches on the development of basic teaching skills for early career high school teachers

Although the research on teaching skills in general are relatively abundant, but the research on basic teaching skills of early career teachers is very limited andunsystematic. Recently, the author Dang Thanh Hung, based on access roles - function to determine the duties of teachers in teaching, has proposed basic teaching skills of teachers.

Thus, researches on teaching skills development for teachers were also paid attention. Initially, many authors have confirmed 0the needed training to develop teaching skills for early career teachers. Specially, it emphasizes on the training and practice in school when engaged in the process of practicing teaching skills for early career teachers.

1.2. The concept

1.2.1. Early career high school teachers

In the framework of the thesis, high school teachers are the subject teachers.

Early career high school teachers are performing the task of teaching in high schools under 5 years since the first contract.

1.2.2. Teaching skills

Teaching skills is the type of professional skills that teachers need to have and use in teaching activities to conduct results-based learning tasks or goals prescribed standards. Considering in certain aspects, teaching skills are a kind of profession professional skills of teachers.

1.2.3. Basic teaching skills

Basic teaching skills are a system of teaching skills to help teachers fulfill the basic task of teaching and ensure the successful implementation of teaching activities.

These skills are the general teaching skills, which are commonly used for all subjects and require teachers to maturely practice.

1.2.4. Developing basic teaching skills

Developing basic teaching skills is the process of implementing a combination of operations (in line with established procedures and skills development) to the structural elements of basic teaching skills of teachers, to help teachers use these skills maturely in the teaching process at high schools according to identified teaching objectives.

1.3. Basic teaching skills for early career high school teachers

1.3.1. Reach roles - functions of researches about teachers

1.3.2. Characteristics of teaching activities of early career high school teachers

- Early career high school teachers are graduated pedagogical students who have been trained in pedagogical school and have pedagogical qualifications.

- Teaching activities of early career high school teachers are directly influenced by the achievements of their academic training period

- Teaching activities of early career high school teachers are directly influenced by the requirements and tasks of teaching and learning relationships at high schools.

1.3.3. The basic teaching skills

The book "Theory of teaching methods" by Dang Thanh Hung has presented another study identified 4 groups of basic teaching skills which are relatively different based on the task of teaching the above. Of course, the same skill groups focus on specific tasks, but different skills groups are distinguished to each other and support each other intimately in the teaching activities of teachers.

1.3.3.1. Research skills about learning and learners

- Skills of observing learners and learning behavior
- Skills of measuring physiological characteristics of learners
- Skills of investigating by conventional techniques
- Skills of conducting scientific experiments
- Skills of acquisition and data analysis

1.3.3.2. Leadership skills and manage learners, learning activities

- Skills of persuasion and cooperation with learners
- Skills of speech and explaining the idea to learners
- Skills of encouraging and motivating learners
- Skills of organizing classes and study groups
- Skills of managing time and learning resources

1.3.3.3. Design skills teaching and educational activities

- Skills of designing curriculum, teaching materials, lesson
- Skills of designing the activities of learners
- Skills of designing methods and teaching techniques
- Skills of designing curriculum, learning materials and e-learning facilities
- Skills of designing study environment (or activity environments)

1.3.3.4. The direct teaching skills

- Skills of communication and behavior in the classroom
- Skills of guiding, controlling, regulating the behavior of learning
- Skills of monitoring, inspecting and evaluating of the process and learning outcomes
- Skills of using the technology tools in teaching
- Skills of implementing measures and specific teaching techniques.

1.3.4. General criterion identifying teaching skills of early career high school teachers

1.3.4.1. The structure and terms of skills

Teaching skills include the basic elements on which to identify and establish the evaluation criterion. The composition of skills excluding their conditions (biological, psychological and social), which are the constituent elements within the skill. There are four basic components make up a specific skill: The flexible operating system, the logical sequence of operations process, the process of adjusting the action, speed of implementation in structural time

1.3.4.2. The evaluation criterion of basic teaching skills

a) The completeness of the content and structure of skills
b) The rationality of logic of skills
c) The level of proficiency of skill
d) The degree of flexibility of skills
e) The effect of skills

1.3. Develop basic teaching skills for early career high school teachers

1.3.1. Basis of Psychology and Education of the development of basic teaching skills

1.3.2. The stage of development skills

Stage 1: Fundamental skills
Stage 2: Stage of know-how but incomplete.
Stage 3: Stage of having general skills but individually identifiable.
Stage 4: Stage of highly developed skills
Stage 5: Stage of professional skills

1.3.3. Content development of teaching basic skills

- Education and awareness about the important role of basic teaching skills
- Helping early career teachers identify basic teaching skills system

- Assignment of implementing development of basic teaching skills for early career teachers

- Organize the development of basic teaching skills for early career teachers

- Review the results of implementation

- Create environment for developing pedagogical basic teaching skills

1.3.4. Forms of developing basic teaching skills

- Development of basic teaching skills was conducted through training activities.

- Development of teaching skills through self-study and self-discipline.

- Carry out professional activities in schools

1.4. Factors affecting basic teaching skills of early career high school teachers

1.4.1. The elements of the training facilities

1.4.2. The elements of the early career high school teachers themselves

1.4.3. The elements of the high schools

Chapter 1 Conclusion

Teaching skills is an integral part of the extensive professional activities of teachers. Basic teaching skills are taught skills to help teachers fulfill the basic task of teaching, to ensure the successful implementation of teaching activities. Early career high school teacher is the one who works under 5 years. These groups of teachers start their teaching job at the high school first need to master the basic teaching skills. The study of the nature, characteristics and structure of the system of basic teaching skills, content and form of teaching skill development have an important role in the development of teaching skills for early career high school teachers.

Chapter 2
THE STATUS OF DEVELOPINGBASIC TEACHING SKILLS FOREARLY CAREER HIGH SCHOOL TEACHERS IN HANOI

2.1. A brief overview of the study area

2.2.1. Economic and social characteristics

2.1.2. Overview of education of Hanoi

2.1.3. Basic characteristics of high school education in Hanoi

2.2. Current status of basic teaching skills of early career high school teachers and the state of development of basic teaching skills for early career high school teachers in Hanoi

2.2.1. An overview of the research status

2.2.1.1. Research process

2.2.1.2. Research methods

2.2.2. Results of research for the status of basic teaching skills of early career high school teachers in Hanoi

2.2.2.1 Situation awareness about the importance of teaching basic skills in teaching the early career high school teacher.

Through the survey, we can see that the surveyed objects confirmed the importance of teaching skills in general and basic teaching skills in particular for early career high school teachers. This is expressed as follows: 81.9% of surveyed objects believed that basic teaching skills are very important for the teacher profession. The importance level is 16.2% and the normal level is 1.9%. When asked via direct interviews, the interviewed guests confirmed that when performing professional teaching, the teaching skills are the most important part. In the content of importance of development for basic teaching skills for early career high school teachers, 83.1% suggested that this work is very important and there is no comments yet for this is not important.

2.2.2.2. Current status of implementation of basic teaching skills of early career high school teachers

Through the survey with management staff, it shows the system 20 basic teaching skills of teachers. The level of performance skills were made less frequently with average of 2:10. In fact, 7/20 skills including the most frequently used (with average values> 2.5). Some skills are identified as teachers have used quite often are: Skills to use the facilities and teaching technologies (2.73, ranked

1/20); Skills of acquisition and data analysis (2.60, ranked 2/20); Skills of communication and behavior in classroom, Skills to encourage and motivate learners, Skills of organizing class and group learning skills.... The less used skills are: Skills of designing curriculum, learning materials, and e-learning facilities (1:24); Skills of conducting scientific experiments (1:21); Skills of measuring physiological characteristics of learners (1:55)....

Through the evaluation of the level of teachers to develop basic teaching skills of early career teachers, we found the idea that teachers made less frequently these skills, with average values 2:20. However, there are 10/20 skills assessment which are done quite often.

To confirm the compatibility between the two threaded comments about the level of performance, the thesis used correlation coefficient Spiec-man to calculate, r = 0.75. The result states the conclusion that the relationship is closely correlated.

2.2.2.3. Situation results of the basic teaching skills of early career high school teachers

The survey results show the level of performance basic teaching skills of teachers which are evaluated by management staff are assessed at a lower level ($\overline{X}$ = 2.84).

In particular, the skills that attain good results are: skills to use the facilities and teaching technologies (3.66), Skills to encourage, motivate learners (3.50), skills to design methods and teaching techniques (3.44). Most of the other skills were assessed that perform poorly with low level of between 30% and 50%. This is an alarming fact for performance of basic teaching skills of early career high school teacher.

At the same time, the level of performance basic teaching skills of early career teachers, which is evaluated by experienced teachers, is at a low level ($\overline{X}$ = 2.87).

The correlation between opinions about the level of implementation and the level of performance is r = 0.825. The result states the conclusion that the relationship is closely correlated.

2.2.2.4. Current status of the performance of criterion system in the process of implementing the basic teaching skills of early career high school teachers

Survey results showed that the performance of criterion system in the process of implementing the basic teaching skills of early career high school teachers in Hanoi is low. In specific:

The adequacy of the content and structure of skill: 3.14

The rationality of logic of skill with mean values: 3.12

Proficiency levels of skill: 3.10

The degree of flexibility of skill: 2.73

The effectiveness of skill: 3.18

Among them, the skill to use the facilities and teaching technology has high scores in all 5 criterion. Skill to conduct scientific experiments and skill to design curriculum, learning materials and e-learning media have low average scores in all 5 criterion.

The level of individual performance of skill according to 15 specific criterion in the process of implementing the basic teaching skills of early career high school teacher in Hanoi is expressed through the survey at Appendix 6.

2.3. The status of basic teaching skills development of early career high school teachers in Hanoi

2.3.1. The status of awareness level of basic teaching skills development of early career high school teachers

The table tells us that 100% management staffs, experienced teachers, and early career teachers are aware of basic teaching skills development of early career high school teachers is important. In particular, the level of “very important” occupied 87.5%, “important” level occupied 12.5%.

2.3.2. The status of development period of basic teaching skills of early career high school teachers

Stage 1: Fundamental skills

Stage 2: Stage of know-how but incomplete.

Stage 3: Stage of having general skills but individually identifiable.

Stage 4: Stage of highly developed skills

Stage 5: Stage of professional skills

The table indicates that the status of development content of basic teaching skills of early career high school teachers is at low levels. In specific, level 1 accounted for 27.3%, level 2 accounted for 34.8%, level 3 accounted for 36.3%, level 4 accounted for 1.67%, level 5 accounted for 0%.

In which, 8/20 of skills acquired over 50% at level 3; for example, high prevalence skills such as skills to use teaching technology (78.8%), skill to organize classes and study group (79.9%), skill to encourage, motivate learners (62.5%)....

2.3.3. The status of basic teaching skills development content of early career high school teachers in Hanoi

2.3.3.1. The status of level of implementation of basic teaching skills development content of early career high school teachers in Hanoi

The table states that the level of implementation of basic teaching skills development content is low, with $\overline{X}$ = 2.39. In particular, performance rating and educational awareness of the important role of basic teaching skills are to be carried out quite regularly, with the average value respectively $\overline{X}$ = 2.68 and $\overline{X}$ = 2.52. These two contents are simple and easy to implement for management education officers in the high schools. For the contents include helping early career teachers identify basic teaching skills system, assign to implement basic teaching skills development for early career teachers, organize the implementation of basic teaching skills development for early career teachers have done less often. Therefore, to be able to implement the content frequently, develop basic teaching skills for early career high school teachers, firstly, management staff and experienced teachers of each school must be professional in both theory and practice, mastering the basic teaching skills and to be able to direct the implementation, guiding the implementation, assessment development activities of basic teaching skills for early career high school teachers.

2.3.3.2. *The status of level of performance basic teaching skills development content of early career high school teachers in Hanoi*

The table indicates that the performance level of basic teaching skills development content is low, with a $\overline{X}$ = 3.04. In particular, educational awareness of the important role of basic teaching skills and teaching environment is said to have better performance at all, with the average value $\overline{X}$ = 3.49, respectively, and $\overline{X}$ = 3.35. These two components are done often by the management staff. Management staff at the high school always creates a favorable environment for the development of basic teaching skills for early career high school teachers such as multipurpose classrooms systems, equipment, teaching, practice or put into emulate the standards of professional groups and individuals teacher... However, other contents have not brought good results.

Table 2.22. The correlation between the level of implementation and the level of performance of basic teaching skills development content of early career high school teachers in Hanoi

Ct	Category	Level of implementation			Level of performance		
		Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank
1	Education awareness of the important role of basic teaching skills	806	2.52	2	1116	3.49	1
2	Help early career teachers identify system of basic teaching skills	742	2.32	4	867	2.71	5
3	Assigned to implement development of basic teaching skills for early career teachers	725	2.27	5	974	3.04	4
4	Organize to implement development of basic teaching skills for early career teachers	696	2.18	6	828	2.59	6
5	Evaluate the performance	856	2.68	1	980	3.06	3
6	Create pedagogical environment	767	2.40	3	1072	3.35	2
	Average		**2.39**			**3.04**	

To confirm the compatibility between the two threaded comments about the level of implementation and performance levels, the thesis continues to use the rank correlation coefficient Spiec-man to calculate and get the result r = 0.92. It allows concluding that the relationship is closely correlated.

2.3.4. The status of developing forms of basic teaching skills for early career high school teachers in Hanoi

2.3.4.1. The status of level of implementation of basic teaching skills developing forms for early career high school teachers in Hanoi

The table states that all three forms are at low level of performance, with $\overline{X}$ = 2.20. In particular, the form of development of teaching skills through self-learning, self-discipline has carried out regular levels highest (3.39, ranked1/3); Conduct professional activities in schools (2.17, ranked 2/3); Develop basic teaching skills are conducted through trainning activities (2.05, ranked 3/3).

2.3.4.2. The status of level of performance of basic teaching skills developing forms for early career high school teachers in Hanoi

The table states that all three forms of basic teaching skills developing forms for early career high school teachers are average results, with $\overline{X}$ = 2.72. In particular, development of teaching skills through self-study, self-discipline with

the highest results with $\overline{X}$ = 2.88, ranked 1/3; Develop basic teaching skills are conducted through training activities with $\overline{X}$ = 2.70, ranked 2/3; Conduct professional activities in schools with $\overline{X}$ = 2.60, ranked 3/3.

Table 2.25. The correlation between the level of implementation and the level of performance of development forms of basic teaching skills for early career high school teachers in Hanoi

CT	Category	Level of implementation			Level of performance		
		Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank
1	Develop basic teaching skills are conducted through training activities	655	2.05	3	864	2.70	2
2	Development of teaching skills through self-study, self-discipline	764	2.39	1	923	2.88	1
3	Conduct professional activities in schools	694	2.17	2	832	2.60	3
	Average		**2.20**			**2.72**	

Results comparison shows the level of implementation and the level of performance of development forms of basis teaching skills for early career high school teachers are at low levels. To confirm the compatibility between opinions about the level of implementation and performance of the forms, the thesis continues to use the rank correlation coefficient Spiec-man to calculate and get r = 0.875. It allows concluding that the relationship is closely correlated.

2.3.5. General assessment of the situation to develop basic teaching skills for early career high school teachers in Hanoi

The survey results show that the development of basic teaching skills for early career high school teacher in Hanoi has been the interest subject for the school management. The content and form of developing basic teaching skills for early career high school teacher have been done less frequently and the result is not high. Some basic teaching skills have been done well by early career high school teacher but most of the other skills are limited and difficult. The reasons can be listed as: professional capacity as well as the proactive, positive teacher, the role of co-workers, managers, infrastructure conditions in the school,…

2.4. Assessment of factors affecting the development of basic teaching skills for early career high school teachers in Hanoi

Through the data collected, we see these factors are affecting the development of basic teaching skills of early career high school teachers in Hanoi, with the average value $\overline{X}$ = 2.79. In which, the elements of the qualifications of early career teachers and healthy cultural environment have great influences, with the average in turn is $\overline{X}$ = 3.06 and $\overline{X}$ = 3.03.

Conclusion Chapter 2

Thus, most of the surveyed objects could not appreciate the level of implementation and the level of performance for the development of basic teaching skills of early career high school teacher; The level of effective implementation of skill achieved in 5 stages is low. In particular, most of the reviews have said that one of the causes of this situation affects mostly in early career high schools teachers themselves, but to make the best possible development of basic teaching skills for the early career high school teachers, we should have a positive side to the management staff and experienced core teachers.

Chapter 3
MEASURES OF BASIC TEACHING SKILLS DEVELOPMENT OF EARLY CAREERHIGH SCHOOL TEACHERS IN HANOI

3.1. The principles of proposing measures

Legal principles; Principles of guarantying system; Principles of ensuring practicality; Principles of ensuring continuity; Principles of ensuring effective

3.2.The proposed measures

3.2.1. Group of measures of fostering activities

3.2.1.1. Determine the distance between the standard of basic teaching skills and level of current teaching skills of early career high school teachers

** Purpose*

** Content*

- Aware of the standard system of teaching skills, determine the level of the current teaching skill of early career teachers.

- Comparing the level of implementation of the basic skills of early career teachers to prepare basic teaching skills.

- Determine the distance of the level of implementation of the basic skills of early career teachers with skills standards.

** How to perform*

- Building a system of criterion and indicators to evaluate basic teaching skills of early career teachers.

- Organizing training and professional activities

- Determine the distance between teaching basic skills of the individual with the standard skills system

- Assistance in identifying the strengths and weaknesses of individual teachers in the implementation process of teaching skills.

** Conditions for implementation*

3.2.1.2. Design and implement training programs to teach basic skills for early career high school teachers

** Purpose*

** Content*

- Design plan for skills training program for early career teachers which focus on retraining early career teachers following training plans and bring high efficiency.

- Designing training programs based on the needs of the teacher and the condition of the school, selecting of resources of training process for early career teacher, selecting human resources, financial resources, material resources, and information resources.

- Carried out designed training programs focusing on the importance of assessment to draw lessons for the contents, forms, methods, and means of training.

- An overall assessment of the process of training to draw lessons for the time after training.

**How to perform*

- Developing the survey and assessment as well as the implementation of existing teaching skills of early career teachers.

- Planning training program.

- Designing training program content.

- Examining and assessing of the results of the high school teachers through training activities.

** Conditions for implementation*

3.2.2. Group of measures of guidance and counseling

3.2.2.1. Using experienced teachers to support early career high school teacher

** Purpose*

** Content*

- Selection of experienced and expertise teachers to conduct better support for early career high school teacher.
- Assignment of responsibilities and tasks for experienced teachers
- Develop mechanisms to ensure benefits for experienced teachers.

** How to perform*

- Develop a plan to select experienced teachers to support early career teachers.
- Organize for experienced teachers to meet and contact early career teachers
- Consult the content, forms and tools to support experienced teachers with appropriate and effective operation.
- Conduct a comprehensive assessment and objective information sources
- Develop mechanisms and policies to encourage and reward for experienced teachers while conducting supports early career teachers.

** Conditions for implementation*

3.2.2.2. Using a team of expert to guide and support early career high school teachers

** Purpose*

** Content*

The nature of the activities using a team for guidance, advice and support in the teaching activities is the utilization of high-quality human resources in the process of training and development team of early career teachers. For assistance, counseling for early career high school teachers by experts will focus on providing the knowledge, skills and experience of teaching.

** How to perform:*

- Planning to invite experts to guide and support consultants with experience in the field of teaching.
- Organize consultation survey on training for early career high school teachers to have the basis to build training content.
- Identify of financial resources as well as building the training content for counseling and guidance of the expert team for early career high school teacher.
- Conduct a detailed plan for the training session accordance with the purpose, and ensure the content to meet the needs of learners.

- Implement counseling and training skills for teachers.

- Evaluate and take feedbacks from the learners to draw lessons for the next time the organization.

** Conditions for implementation*

3.2.3. Group of measures of supporting

3.2.3.1. Design of self-learning materials with instructions on basic teaching skills for early career high school teachers

** Purpose*

** Content*

- Perform design lesson plans, references, experience initiatives focused on cultivating professional skills of high school teachers so that they are able to learn, self-training and improving the skills for themselves.

- Categorized theoretical of basic teaching skills to help early career high school teachers to master the knowledge and practical skills in their teaching process.

** How to perform*

- Design of self-learning materials to teach basic skills for teachers in general and early career teachers in particular.

- Management staff directs the construction of the general requirements of the document and then split the content to the professional groups on each specific subject.

- Management staff plans the process of testing documents, conducts testing to assess the relevance, scientific, and efficacy of materials from which to direct the edition and addition booklets for early career teachers before being put into mass use throughout the school.

- Management staff monitors expert group to evaluate the progress and the outcome of self-learning materials through the process of self-learning and self-training of early career high school teachers.

** Conditions for implementation*

3.2.3.2. Organization for early career teacher to be in class of experienced teachers

** Purpose*

** Content:*

Project is scheduled by teaching hours of assigned school. Early career teachers participate in class hours to complete their mission in schools. Combined with the unplanned hours, early career teachers take advantage of all class hours to learn from the experienced teachers.

** How to perform:*

- Develop contingency plans in class hours
- Compare the capacity of early career teachers through each lesson
- Implement skills assessment of early career teachers through each lesson after having participated in experience teaching hours models to assess their progress.
- Conduct feedback evaluation.

** Conditions for implementation*

3.2.3.3. Building a positive pedagogical environment for the professional development of teachers

** Purpose*

** Content:*

-Measures focus on two main topics:

- First, design policy to motivate teachers to work hard.
- Second, create the school culture

** How to perform*

- For designing policy to motivate teachers to work hard: construction allowances, converted into a standard, flexible application of regulations and financial resources of the unit.
- For creating the school culture: create value in behavior, create unity, consensus, held many emulation movements with fairness.

** Conditions for measures*

** The relationship between group of measures:*

The proposed group of measures have the dialectical relationship which is unified, balancing, and mutually supportive. Therefore, the proposed measures are needed to be conducted synchronously. In particular, measures of fostering activities should be carried out at first, and then measures of using experienced teacher to support early career high school teacher and measures of organizing for early career teacher to be in class of experienced teachers would be known as the core measures.

3.3. Examine of necessity and feasibility of all measures

The survey results shown in Table 3.1 and 3.2states that: 100% of those polled agreed with the measures and highly recommended. In particular, most of the comments were concerned. Using experienced teachers to support early career teachers (level of necessity is X = 2.92, ranked 1). *Organization for early career teacher to be in class of experienced teachers* (feasibility level X = 2.81, ranked, 1). *Using a team of expert to guide and support early career high school teachers* is at the lowest level on the necessity and feasibility. This happens because the number of early career teachers at high school is not too many. Some officials said that the invitation management specialist to train early career teachers is difficult because of unknown people to be invited and unknown processes and ways of organizing. *Determine the distance between the standard of basic teaching skills and level of teaching skills of early career teachers* is a measure to be assessed at a high level on the necessity and feasibility. This measure is said to be a bit difficult for the management staff, teachers in general, and early career teachers in particular. *Design and implement training programs of basic teach skills for early career high school teacher; Design self-learning materials with instructions on basic teaching skills for early career high school teachers* are the two appreciated measures with the high necessary and feasible. *Building a positive pedagogical environment for the professional development of teachers* are highly appreciated measures with the high necessity (ranked 3), but underestimated the feasibility.

To better visualize the test results, we plotted the comparing of necessity and feasibility of the proposed measures which is shown through charts 3.1:

Figure 3.1: The relationship between the level of necessity and the feasibility of the proposed measures

The thesis uses a correlation coefficient to calculate Spiec-man, with r = 0825. The result states that the relationship is closely correlated which means that the proposed measures are considered necessary and feasible.

3.4. Pedagogical experiment

3.4.1. General information on the pedagogical experiment

3.4.2. Analysis of pedagogical experiment round 1

3.4.2.1. Analyzing features of early career teachers and experienced teachers before pedagogical experiment round 1

The thesis selected 30 early career teachers in the two districts of Hoai Duc and Cau Giay as trial participants. Teachers mainly teach two subjects: Math and Language.

When asked about basic teaching skills, most early career teachers realized that this is difficult and needs to be done regularly, go from the stage of cognitive theory to practice, which important factors is to have the help (suggestions, comments and guidance, as a model of co-workers). Some early career teachers are not even aware of how many basic and necessary teaching skills. They mostly follow their emotional response.

At the same time, we also selected 30 experienced teachers in two districts Cau Giay and Hoai Duc to join the test: guide early career high school teacher to participate in pedagogical experiment.

3.4.2.2. Results of the implementation of the basic teaching skills of early career teachers before pedagogical experiment round 1

The survey results show that, before pedagogical experiment, most teachers evaluate their basic teaching skills at average level (2.07). There are 5/20 practical skills at low levels, 9/20 practical skills at average level and 6/20 practical skills at good level.

3.4.2.3. Results of the implementation of the basic teaching skills of early career teachers after pedagogical experiment round 1

Tables 3.8 and 3.9 shows the results of implementation of basic teaching skills of 30 teachers participated in pedagogical experiment had increased to the good level (average is 3.13) compared to the previous test at average levels (2.07).

There are 13/20 skills have point average at a high level (65%). The results shown the rapid progress of early career teachers with dedicated guidance of the experienced teachers. In particular, skills to design curriculum, teaching materials, lesson have the significant progress from rank 17 to rank 2/20. In which, skill to design lecture / lesson is the most important. This skill has been done flexible in all forms and all teaching style.

System of remaining skills has done fairly and has made progress but has not shown the flexibility and creativity in lessons.

The results have for pedagogical experiment is feasible. The degree of implementation of basic teaching skills of early career high school teacher is the basis to continue to adjust the implementation methodology to deliver better efficiency for the conduct of pedagogical experimentround 2 with larger amount of participants.

3.4.3. Analyzing results of pedagogical experiment round 2

3.4.3.1. Analyzing features of early career teachers and experienced teachers before pedagogical experiment round 2

We continue to select 60early career teachers in the four districts of Cau Giay, Ba Dinh, Dan Phuong and Hoai Duc as trial participants.

At the same time, we also selected experienced 60 teachers in four districts of Cau Giay District, Ba Dinh, Dan Phuong and Hoai Duc to join the test: guides early careerhigh school teacher to participate in pedagogical experiment.

3.4.3.2. Results of the implementation of the basic teaching skills of early career teachers before pedagogical experiment round 2

The survey results show that, before pedagogical experiment round 2, the level of achievement of the basic teaching skills of early career teachers is at good

level with the average value of 2.56. In particular, 3/20 skills have been performed well (skill of using the means and teaching, technology, skills of communication and behavior in the classroom, skills of monitoring, inspecting and evaluating process and learning outcomes), 11/20 skills have been perform at average level. This happens because of the basis of the results of the 30 teachers in pedagogical experiment round 1

The results of this survey as well as the lessons learned from the pedagogical experiment round 1 are the basis for the researcher to develop group activities in a manner consistent with the object of pedagogical experiment round 2.

3.4.2.2. Results of the implementation of the basic teaching skills of early career teachers after pedagogical experiment round 2

Through this table, we can see the test results the pedagogical experiment round 2 marked progress from the level of performance from average level (2.56) before pedagogical experiment round 2 to good level after pedagogical experiment round 2 (3.254). In particular, most of the skills have certain progress.

* Compare pedagogical experiment round 1 and round 2, we get the following results:

Chart 3.2. Results of training basic teaching skills of early career high school teachers in Hanoi before pedagogical experiment, after pedagogical experiment round 1 and round 2

	KN 1	KN 2	KN 3	KN 4	KN 5	KN 6	KN 7	KN 8	KN 9	KN 10	KN 11	KN 12	KN 13	KN 14	KN 15	KN 16	KN 17	KN 18	KN 19	KN 20	TB
Trước TNSP	1.9	1.1	2.23	1.07	2.13	2.03	2.63	2.2	2.17	2.43	1.33	1.73	2.53	1	1.9	2.8	2.5	2.73	2.87	2.13	2.07
TNSP 1	2.4	2	3.4	2.17	3.37	3.43	3.63	3.7	2.47	3.27	3.77	2.73	3.57	1.9	2.93	3.73	3.53	3.4	3.83	3.43	3.13
TNSP 2	2.73	2.53	2.88	2.33	3.47	3.45	3.65	3.77	2.63	3.52	3.65	2.93	3.6	2.37	3.27	3.75	3.63	3.48	3.85	3.58	3.25

After doing experiment and adjust the organization conducted in pedagogical experiment Round 1, Round 2 result achieved at good levels, with the

average value increased from 3.13 to 3.254. The number of skills achieved at good levels also account for a higher percentage. There are 13/20 skills achieved at high level (65%). The results of pedagogical experiment are feasible. The level of implementation of basic teaching skills of early career high school teacher is the basis for the researcher to continue to adjust the methodology of implementation to deliver the best performance.

Conclusion Chapter 3

The group of measures includes third groups with seven specific measures: 1./ Define the gap between the standard of basic teaching skills and current level of teaching skills of early career high school teacher; 2./ Design and implement training programs of basic teach skills for early career high school teacher; 3./ Use experienced teacher to support early career high school teacher; 4./ Use expert team to guide and consult in order to support early career high school teacher; 5./ Design of self-learning materials with instructions on basic teaching skills for early career high school teacher; 6./ Organization for early career teacher to be in class of experienced teachers; 7./ Build pedagogical environment for the professional development of teachers.

The results entities related to the development of basic teaching skills fo rearly career high school teachers in Hanoi confirmed the group has proposed urgently and highly feasible measures. Pedagogical experiment results for methods of *use expert team to guide and consult in order to support early career high school teacher are* good, since then, have confirmed three measures proposed to develop basic teaching skills for early career high school teachers of Hanoi has positive significance and have the ability to implement in practice.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

1.1. Teaching skill is an integral component in the process of professional teaching activities.

1.2. The thesis argued a systematic way of developing basic teaching skills and identified the skills system consists of 4 groups which were divided into 20 skills.

1.3. The results of the study also indicated 5 theory development stage of teaching skills, identify development content and development forms of basic teaching skills for early career high school teachers.

1.4. The status of developing basic teaching skills for early career teachers in Hanoi has identified the issues to be resolved in order to improve the efficiency of new teachers, namely: 1. the development of basic teaching skills for early career

high school teachers has performed irregularly; 2. The level of achievement of teaching skills of early career teachers are at a lower level; 3. The content and form of basic teaching skills development for early career teachers have done irregularly and inefficiently.

1.5. The thesis has proposed three solutions with seven specific measures including measures to training; measures to guiding and counseling, and measures to supporting.

The results entities related to the development of basic teaching skills for early career high school teachers in Hanoi confirmed the group has proposed urgently and highly feasible measures.

Pedagogical experiment results for methods of *use expert team to guide and consult in order to support early career high school teacher are* good, since then, have confirmed three measures proposed to develop basic teaching skills for early career high school teachers of Hanoi has positive significance and have the ability to implement in practice.

2. Recommendation

2.1. For all levels of education management

Develop guidelines of organization; Direct the development of basic teaching skills for early career high school teacher; Focus on recruitment and training to early career high school teacher; Support the development programs; Foster self-documentation; Training basic teaching skills for early career high school teachers in the city of Hanoi.

2.2. For high schools

Pay attention in the process of implementing measures to develop basic teaching skills for early career high school teacher; Mobilize the active participation of a core team of trainers who have experienced in supporting early career teachers to develop teaching basic skills; Create cultural environmental and the favorable conditions to support the development of basic teaching skills for early career teachers; Attach importance to standardize professional capacity; Evaluate the quality of teachers follow a standard working practices.

2.3. For early career high school teachers

Recognizing the importance of the development of basic teaching skills for high school teachers to improve the quality of teaching and education in schools. Since then, every teacher should actively participate in training activities and self-training to develop basic teaching skills for themselves.