



MANAGEMENT OF EDUCATIONAL ACTIVITIES IN SCHOOLS TOWARDS THE APPROACH OF LEARNERS' COMPETENCY: A CASE STUDY OF A HIGH SCHOOL

GESTÃO DAS ATIVIDADES EDUCACIONAIS NAS ESCOLAS PARA ABORDAGEM DA COMPETÊNCIA DOS ALUNOS: ESTUDO DE CASO DO ENSINO MÉDIO

GESTIÓN DE LAS ACTIVIDADES EDUCATIVAS EN LAS ESCUELAS HACIA EL ENFOQUE DE LA COMPETENCIA DEL ESTUDIANTE: UN CASO DE ESTUDIO DE LA ESCUELA SECUNDARIA

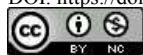
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ABSTRACT: Managing teaching activities according to the pupils' capacity approach is an output-oriented activity, emphasizing how learners need to achieve the level of competence after finishing a teaching and learning process. In general, the management of teaching activities according to the approach of pupils' ability at primary, junior high, and high schools basically meets the requirements of current teaching activities. However, the management of teaching activities according to the approach of students' ability in high schools has not been given due attention and direction; the quality and effectiveness of teaching have not yet met the requirements of innovation in universal education; there are still certain limitations from planning, organizing to implementing and checking and evaluating this activity. On the basis of a theoretical framework, this study continues to clarify the problems of teaching management, renovating teaching activities in high schools towards the current competency approach.

KEYWORDS: Management. Educational activities. Approach of learners Competency. Pupils. High school.

RESUMO: Gerenciar atividades de ensino de acordo com a abordagem da capacidade dos alunos é uma atividade orientada para resultados, enfatizando como os alunos precisam atingir o nível de competência após a conclusão de um processo de ensino e aprendizagem. A gestão da atividade docente segundo enfoque da capacidade dos alunos do ensino fundamental e médio atende basicamente aos requisitos da atividade docente vigente. Porém, a gestão das atividades de ensino de acordo com a abordagem da capacidade dos alunos no ensino médio não tem recebido devida atenção e direcionamento; a qualidade e eficácia do ensino ainda não atendem aos requisitos de inovação na educação universal; ainda existem certas limitações, desde planejamento, organização até implementação, verificação e avaliação dessa atividade. Com base em um referencial teórico, este estudo continua a esclarecer os problemas da gestão do ensino, renovando a atividade docente no ensino médio para a abordagem atual por competências.

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PALAVRAS-CHAVE: *Gestão. Atividades educacionais. Abordagem da competência dos alunos. Alunos. Ensino médio.*

RESUMEN: *La gestión de las actividades de enseñanza de acuerdo con el enfoque de la capacidad de los alumnos es una actividad orientada a los resultados, que enfatiza cómo los alumnos deben alcanzar el nivel de competencia después de terminar un proceso de enseñanza y aprendizaje. La gestión de las actividades docentes según este enfoque en las escuelas primarias y secundarias responde básicamente a los requisitos de las actividades docentes actuales. Sin embargo, no se ha prestado la debida atención y dirección a la gestión de las actividades docentes de acuerdo con este enfoque en las escuelas secundarias; la calidad y eficacia de la enseñanza aún no ha cumplido con los requisitos de innovación en la educación universal. A partir de un marco teórico, este estudio continúa esclareciendo la problemática de la gestión docente, renovando la actividad docente en las escuelas secundarias hacia el enfoque de competencias actual.*

PALABRAS CLAVE: *Gestión. Actividades educativas. Enfoque de la competencia de los estudiantes. Alumnos. Bachillerato.*

Introduction

Managing educational activities according to the approach to student capacity in high schools is an approach in which the management subject takes the general and specific competencies that need to be formed for students as an output standard for planning, organizing, directing, checking/evaluating the teaching process of teachers and learners, in order to accomplish teaching goals according to student capacity development. The content of these activities in high schools is reflected in the following aspects:

1. Making teaching plans according to students' ability approach in high schools;
2. Organize the educational management apparatus and organize teaching activities according to students' ability approach in high schools;
3. Directing the implementation of teaching activities according to students' ability approach in high schools. This content includes: directing the implementation of goals, principles, content, methods, forms, conditions and facilities for organizing these activities;
4. Examining and evaluating teaching activities according to students' ability approach in high schools.



Through the actual survey, the current situation of managing teaching activities according to student capacity approach in high schools today, there are many shortcomings and limitations in management. In general, this management basically meets the requirements of current teaching activities, but there are still certain limitations from planning to organization, implementation, inspection, and evaluation of this activity.

The orientation of innovation in various types of schools, including upper secondary education, has been confirmed in Article 7, of the Vietnamese Education Law (2019):

- Educational contents must be basic, comprehensive, practical, modern, systematic, and regularly updated; attach importance to ideological education, moral qualities, and civic consciousness; inherit and promote the fine traditions, national cultural identity, absorb the cultural quintessence of mankind; suitable for the physical, intellectual, psychophysiological development of the learners' ages and abilities.
- Educational methods must be scientific, bring into play positivity, self-discipline, initiative, and creative thinking of learners; foster learners' self-study and cooperation ability, practical ability, passion for learning, and the will to rise.

In the fundamental and comprehensive renovation of the general education program, resolutions have directed the renewal such as Resolution 29/NQ-TW:

Continue to strongly renew teaching and learning methods towards modernity; promote positivity, initiative, creativity, and application of learners' knowledge and skills; overcome the one-way, machine-memory transmission method. learning, creating a basis for learners to self-update and renew knowledge, skills, and capacity development. extracurricular activities, scientific research. Promote the application of information and communication technology in teaching and learning. (VIETNAM, 2013)

Teaching in the direction of developing students' ability to help them not only pay attention to students' intellectual activities but also pay attention to practice problem-solving skills associated with life situations and profession (HANG; VAN, 2020), and at the same time associate intellectual activities with practical activities. Enhancing group learning, renewing teacher relations, and working towards collaboration are important for developing social competence.



Literature review

Socrates (496–339 BCE) said that in order to improve the effectiveness of teaching, it is necessary to have a method to help the younger generation, step by step, to assert themselves and develop new knowledge in accordance with the truth. Confucius (551–479 BCE) believed that teaching methods are suggestive, going from far to near, from simple to complex, but still requiring learners to think actively, to form routines, learning habits.

The great pedagogue J. A. Comensky (1592–1670) made requirements to reform education in the direction of promoting the activeness and creativity of learners. According to him, how to teach so that learners enjoy learning and make their own efforts to grasp knowledge. He said: “I often foster in my students the spirit of independence in observation, in conversation, and in the application of knowledge in practice”. According to him: “Education has the purpose of awakening sensitive capacity, correct judgment, personality development, etc. Find a way for teachers to teach less, students to learn more”.

A new type of school was born and at the end of the 19th century appeared in England in 1889, initiated by Dr. Reddie, later becoming the International Union of New Schools, with 30 characteristics of the new school. One of those characteristics is that teaching should be based on the individual activities and interests of children (using active and free methods for children to receive knowledge).

John Dewey (1859-1925) argued that the most serious defect of the teaching method of that time lay in the “divorce between knowledge and application of this knowledge”. According to him:

School is not simply a place where adults teach children knowledge and moral lessons. The school must be a democratic community in which all activities are concentrated to create the highest efficiency in sharing with learners the heritage of human knowledge and enabling them to use their talents in social purpose.

Thus, teaching must pay attention to the individuality of each person, especially needs and interests. Teaching is based on personal experience and learning effectiveness is determined by each person.

In Vietnam, the issue of teaching method innovation began to receive attention from the 1990s and was widely deployed by the Ministry of Education and Training through a regular training program from the 1997–2019 cycle. In addition to the documents compiled by the Ministry of Education and Training for regular training for teachers, many authors have





paid attention to researching and compiling documents on innovating teaching methods as follows:

Phan Trong Ngo (2005) arranges teaching methods in order to increase independence and initiative of learners, gradually increasing attention to learners' needs. Accordingly, the group of active teaching methods is ranked at the highest position.

Nguyen Thi Bich Hanh and Tran Thi Huong (2008) in the Theory of Teaching have pointed out that modern teaching is always learner-centered, with the core idea that learners must be active and proactive, and have creativity in learning. The role of the teacher is only as a guide for students, helping students to discover and explore on their own and from there to be able to apply them in practice.

These views are completely consistent with the spirit of the 8th Central Committee Resolution VIII (1998) on education and training reform. The resolution requires: "Strongly renew educational methods, overcome one-way transmission, and train learners to think creatively". This content has been reflected in legal provisions in the Law on Education.

Bui Minh Hien (2016, p. 35) proposes 20 development tasks according to the goal of building an effective school that the principal needs to cover, including "organizing and improving teaching methods" students thoroughly grasp the innovative achievements in teaching methods from the point of view of interactive pedagogy. "Directing and managing the innovation of teaching methods by teachers is one of the specific tasks of the principal in order to improve the efficiency of school management" (KIEM, 2004, p. 35).

Results and discussion

Management is one of the most important types of labor in human activities. Proper management means that people are aware of and operate according to the rules, and will achieve great success. The study of management will help people get the most basic and general knowledge for management activities. From a scientific perspective, the concept of management has many different approaches. With common sense, popularized according to the Vietnamese dictionary, management can be understood as an organized and oriented activity of the managing subject on the managed objects in order to adjust them, develop according to certain set goals, such as:

K. Marx (1993, p. 321) said that:



All direct social or collective labor carried out on a relatively large scale more or less needs a direction to harmonize. individual activities and the performance of general functions arise from the movement of the entire productive organism as distinct from the movement of its independent organs. A violinist controls himself, and an orchestra needs a conductor.

Knoontz, O'Donnell and Weihrich (1999, p. 117) also emphasized:

Management is an essential activity, it ensures the coordination of efforts of individuals to achieve group (organizational) goals. The aim of every manager is to create an environment in which people can achieve their goals with the least amount of time, money, material, and personal dissatisfaction.

Meanwhile, some scientists in Vietnam have had many scientific types of research on management that have explained from many angles and given some concepts as follows:

According to Nguyen Ngoc Quang (1999, p. 24): “Management is the purposeful and planned impact of the management entity on the collective of employees (generally the management object) in order to realize achieve the intended goals”.

According to Nguyen Quoc Chi and Nguyen Thi My Loc (2005, p. 11), “Management activity is the directional and purposeful impact of the management subject (the manager) on the managed object (the person under control) in an organization for the purpose of the organization operating and achieving its purposes”.

Nguyen Minh Duong and Phan Van Kha (2006, p. 173) assert: “Management is the process of planning, organizing, leading and controlling the work of members of a system of units and the use of resources to achieve intended ends”.

From the above points of view, it can be seen that management is a system consisting of basic elements in a unit which is always associated between the management subject (manager) on the one hand and the management object on the other management (managed and managed) includes people, machinery systems, infrastructure, technical equipment, plants or animals, etc. Depending on the goals of the manager, aiming at the common goal, the results achieved are imposed by the management subject through the issued plan and the executive level must comply with the requirements of the manager stipulated. However, in the process of implementation between the management subject and the managed object, there will arise dependent relationships and there may also be conflicts and conflicts of interest between the management subject and the object of management (VAN, 2020).

Management and its role in the education field

In the history of scientific development, the science of educational management was born later than the science of economic management. Therefore, in capitalist countries, people often apply the theory of management of an enterprise to the management of educational institutions (schools) and consider the management of educational institutions as the management of a special enterprise.

Educational management is an important part of the social management system, it appears for a long time and exists under all social regimes. With different approaches, researchers have come up with the following educational management concepts:

According to Tran Kiem (2004, p. 66):

Educational management is the systematic, planned, conscious and goal-directed impact of the subject of management at different levels for the purpose of ensuring the success of education. form the young generation's personality on the basis of awareness and application of the general laws of society as well as the rules of educational management, of the psychological and physical development of children.

According to Pham Minh Hac (1998, p. 38):

Educational management is a system of purposeful, planned and lawful effects of the governing body (educational system) in order to make it operate along the road. Education policy and principles of the Party, realize the characteristics of a socialist school in Vietnam with the focus of convergence is the process of teaching and educating the young generation, bringing the education system to the goal of constructing a new state of quality.

According to Nguyen Ngoc Quang (2002, p. 29):

Educational management is a system of targeted, planned and consistent effects of the governing subject (educational system) to make the system operate. In line with the educational principles of the Party, it can realize the characteristics of the Vietnamese socialist school, with the focus of convergence being the process of teaching and educating the young generation, bringing the education system to the goal expected, progressing to a new state of quality.

Educational management falls under the category of social management in general and has its own characteristics such as:

- Educational management is the management of people;
- Educational management is both science and art.



It, as well as management in general, includes four elements: management subject, a managed object, a managed object, and management goal.

In fact, these factors are always interrelated. The managing subject creates the agent through methods and tools that affect the managed object where the influence of the managed subject is received, and the management subject operates in the same direction in order to achieve the same goal of the management. organization. The management object is outside of the educational management system, constrained by the environment in which the management activity takes place.

The above concepts have different expressions, but in general, educational management is understood as: An organized and oriented influence in accordance with the objective laws of the subject of management to the object of management in order to bring education in each institution and of the entire education system to achieve the set goals.

Competence and competency approach in teaching

Competence

According to the Vietnamese dictionary edited by Hoang Phe, competence is understood in two ways as follows:

The first way: “Capacity is the ability and natural conditions available to perform a certain activity” (PHE, 1988, p. 114). Thus, if understood in this way, competence is the actual ability, manifested through the mastery of one or more skills to perform or solve problems.

The second way: “Capacity is a psychophysiological quality that gives people the ability to complete a certain activity with high quality” (PHE, 1988, p. 114). Thus, in this way, competence is seen as a quality that is available but in potential form and will help people deal with real-life situations in the most effective way.

According to Nguyen Quang Uan (2001, p. 98), “Capability is the sum of unique attributes of each individual that are suitable for the specific requirements of certain activity in order to ensure successful completion. good in that field of activity”. Tran Khanh Duc (2013, p. 88), in his research on training needs and model of competency-based training in the field of education, stated: “Capacity is the ability to receive and apply synthetically and effectively all human potentials. knowledge, skills, attitudes, beliefs, etc.) to perform a job or deal with a certain situation or state in life and work”.





Phan Van Nhan (2011) said that competence in a certain occupational field is the ability to perform activities (tasks, jobs) in the profession according to the standards set for each profession, task or job. Competence includes the skills, knowledge, and attitudes required for a person to perform productive activities in a given task or job. Depending on the content and nature of each profession, in competency-based training, people often divide competencies into two main types: Psychomotorial competency, when performing tasks that mainly use physical muscles; and intellectual capacity, when performing tasks primarily with the brain. In addition, capacity is also understood at many different levels such as the capacity of the whole profession, of the occupational department, of each job, etc.

The concept of competence is understood in many different ways. However, it can be understood and generalized: Competence is a combination of specific requirements of a certain activity, in order to ensure the successful completion of that field of activity. Competence is understood as the ability to know how to do it proficiently and effectively, not just an individual's knowledge and understanding.

Thus, competence is a complex psychological attribute, which is the convergence point of many factors such as knowledge, skills, techniques, attitudes, experience, willingness to act, and responsibility. The concept of competence is associated with the ability to act. Action capacity is a type of ability, but when we say capacity development, one also understands that it is the development of action capacity at the same time.

The educational competence

According to Dang Tu An (2020), educational competence is understood comprehensively, it is the mobilization and combination in a flexible and organized manner of knowledge, skills, attitudes, emotions, values, individual motivations of students, etc. to successfully fulfill the complex requirements of activities in specific contexts in school or in life.

In education, competence is an attribute that allows an individual to successfully perform certain activities, achieving desired results under specific conditions. In terms of learner competence, it is a combination of theory, skills, and willingness to participate so that individuals act responsibly and critically towards solutions to problems.

The competence can be understood as the ability to act effectively with effort based on multiple resources. These abilities are used appropriately, including all that is learned from





school as well as personal experience; skills, attitudes, and interests. There are also external resources.

The competence of pupil

A student's capacity is the ability to master age-appropriate systems of knowledge, skills, attitudes, etc., and operate them appropriately to successfully carry out learning and training tasks as required, educational needs and goals of the school level and effectively solve the problems posed to them in life. In a nutshell, competence is the ability to master and rationally apply knowledge, experience, and attitudes with interest in order to act effectively in diverse life situations. Therefore, it is necessary to pay attention to the capacity of learners.

Competence is not only the ability to reproduce knowledge, understand knowledge, learning skills, etc., but also have the ability to act, apply, and learn skills to solve the problems of life with pupils.

Competence is not formed and developed in the process of performing learning tasks inside and outside the classroom. School is a formal educational environment that helps students form general and age-appropriate specific competencies, but that is not the only place (DAO; VAN, 2020). Other environments, such as family and community, contribute to complementing and perfecting their abilities.

Competency approach in teaching

The competency approach in teaching is that teachers teach in the direction of approaching competence from learners themselves. In other words, teachers must have a positive, learner-centered teaching method, must arouse the passion of learners, and especially create conditions for learning in parallel with practice for learners to apply the knowledge, skills, and attitudes they have acquired to solve practical situations.

A competency approach is an output-focused approach to the teaching and learning process, which emphasizes what levels of competence learners need to achieve after completing an educational program. In other words, output quality plays the most important role for competency-based training, which is an important factor in assessing students' abilities. Assessing students' ability is not assessing each individual unit of knowledge and skill, whether students can grasp the content of knowledge imparted by the teacher. It is





important to assess learners' knowledge, skills, and attitudes in a meaningful context, i.e., to apply learned knowledge and skills, to successfully solve learning tasks or real-life situations that they experience and encounter in life. The focus on developing capacity and life skills for students while the amount of study time at school does not increase requires the school to reduce the amount of time spent on knowledge transmission, increase the time for students to learn independently. ability, creativity, thereby helping them develop their learning abilities (TRUNG; VAN, 2020).

To do this, each training institution needs to quickly get rid of the traditional educational model (teaching is mainly based on the transmission of knowledge from teachers, students are passive in acquiring knowledge), transfer from equipping knowledge to developing comprehensively the quality and capacity of learners. That means to change the point of view, the goal of teaching: from only caring about what learners learn to care about what learners can do through learning.

Innovative management of teaching activities in high schools in the direction of the competency approach

Innovating teaching activities according to the competency approach is an output-oriented activity, emphasizing how learners need to achieve the level of competence after finishing a teaching and learning process. In other words, the quality of the output plays the most important role in teaching activities according to the ability of high school students.

The management of teaching innovation according to the competency-based approach at the high school level is an approach in teaching management, in which the management subject takes the general and specific competencies that need to be formed for students as an output standard for planning, organizing, directing, checking/evaluating the teaching process of teachers and learners, in order to realize teaching goals according to student capacity development.

Vietnam's general education is making a transition from content-based education to learners' ability, that is, from paying attention to what students learn to care about what students can do through learning. To ensure that, the management innovation of teaching activities in high schools in the direction of the competency approach must innovate the approach to the elements of the teaching process, specifically:





- Teaching objectives: To change from mainly equipping knowledge to forming and developing learners' qualities and capacities;
- Teaching program: Changing from centralized, subsidized to decentralized— Framework program of the Ministry, local program, school program;
- Teaching content: Changing from academic content to streamlining, selecting, integrating, meeting requirements for practical application and international integration;
- Teaching method: Switching from mainly one-way transmission, students passively absorbing (teaching activities of the teacher is the center) to organizing learning activities for students, students are self-reliant and active in learning (student's learning activities are the center, the teacher is the facilitator and guide);
- Teaching form: Lessons are changed from mainly taking place in the traditional classroom to diversifying teaching forms, combining both inside and outside the classroom, outside the school: teaching at the heritage site, teaching, and learning associated with production and business, enhancing social activities, increasing the application of information technology, scientific research, creative experiential activities, etc. from mainly teaching the whole class to a combination of teaching small group, individual study with the whole class;
- Assessment test: From mainly testing knowledge retention to capacity assessment; from mainly assessing learning outcomes to combining assessment of learning outcomes with process assessment, assessing student progress;
- Teaching conditions: Shifting from mainly exploiting educational conditions within the school to creating conditions for students to learn through diverse and rich learning materials in society, especially is through the Internet; etc. develop self-study, self-study and prepare the mind for lifelong learning (HANG; VAN, 2020).

From changing the approach to the elements of the teaching process, it is required that the management in the school also change: from implementing a subsidized management style (both thinking and acting), imposing the top-down command; implementing stereotypes, machinery according to the regulations of superiors, management mechanisms that limit the creativity of teachers and students, lack of autonomy, have not met regional suitability, etc. to change new management in the direction of democratization, decentralization of management,

and autonomy to promote initiative and creativity in accordance with the reality of schools and teachers (TRUNG; VAN, 2020; VAN, 2020).

Final considerations

In the trend of globalization, at the same time with the rapid development of science and technology and the explosion of information, the teaching process in high schools is in the conflict between the volume of knowledge is increasing, more complex with limited study time, the innovation of teaching methods towards promoting the activeness, independence, and creativity of students, thereby fostering students' learning methods. The self-study method, forming lifelong learning ability is an indispensable need in schools.

From changing the approach to the elements of the teaching process, it is required that the management in the school also change: from implementing a subsidized management style (both thinking and acting), imposing the top-down command; implementation of stereotypes, machinery according to regulations of superiors, management mechanisms that limit the creativity of teachers and students, lack of autonomy, do not meet regional suitability, etc. management innovation in the direction of democratization, decentralization of management, assignment of autonomy to promote initiative and creativity in accordance with the reality of schools and teachers.

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