

Factors affecting the development of college lecturing staff in the context of professional education innovation

Nguyen Dang Lang

Hanoi Electronics-Refrigeration Electrical
College
Email: langnd@dttdl.edu.vn

Received: 1/3/2019
Revised: 10/3/2019
Accepted: 12/3/2019

DOI:
<https://doi.org/10.25073/0866-773X/271>

In the context of a change in career education, there are many factors that affect faculty and develop college faculty in different ways, but focus on the basic factors. The following: The management environment (including the external environment and the internal environment), the management entity (including the school management apparatus, the school management staff, the task division) developing teaching staff, teachers themselves).

Keywords: Impact factors; Lecturing staff; Developing lecturing staff; College; Vocational education innovation

In the context of the change in professional education, there are many factors that affect the faculty and develop the faculty of colleges according to different approaches, however, it focuses on the following basic factors:

1. Management environment

Management environment includes external environment (Socio-economic conditions, state management policies, ministries, sectors, scientific and technological achievements) and the internal environment (monk environment). violations, school organizational culture, school brand reputation, school remuneration policies, etc.), all of these factors have a strong impact on the development of faculty. Specifically:

1.1. External environment

a) Socio-economic conditions directly impact on the development of the school, and also affect the teachers' life, thereby showing that the economic and social conditions have also indirectly affected the development of lecturing staff. through teachers and schools themselves. Therefore, when the socio-economic conditions develop, there will be a positive impact on the development of teachers (lecturers), the development of teaching staff should also be considered in relation to the socio-economic conditions of the locality. region, region as well as conditions of economic situation, family life of lecturers to build solutions to develop teaching staff in a feasible and practical way;

b) Scientific and technological achievements are also factors affecting the development of lecturing staff; Today science and technology develop rapidly, requiring the workforce to have a high level of knowledge and skills, this requires teachers to improve their professional qualifications and practice to respond In order to improve the quality of human resources, this situation has had an impact on the development of lecturing staff.

From that practical basis, in the rapid development trend of science and technology, especially the career network 4.0, it is an objective factor that has a positive impact on developing faculty staff, so in the process of carrying out the task of developing lecturing staff, management subjects need for teachers to approach the achievements of new science and technology in teaching and working to create motivation for teachers to constantly study and study. saving professional qualifications, skills and skills to meet the requirements of exploiting and applying scientific and technological achievements and advances in teaching and scientific research to contribute to the development of lecturing staff.

c) Management mechanisms and policies of the state and the ministry-sector are legal factors and have a direct impact to create motivation for the development of lecturing staff. The mechanism of management policies of the industry will have a direct impact on the development of lecturing staff, so once the system of documents to guide implementation is incomplete, inconsistent and overlapping, it will have negative impacts. to the development of lecturing staff. According to Dang Ba Lam author, "Stemming from practical requirements, the education and training sector need to have lecturers who have good knowledge, professional qualifications and skills, but the remuneration policies for teachers are not similar. good value; Therefore, it has not created a motivation for teachers to be assured of their work and dedication to the industry.

1.2. Internal environment

a) School pedagogical environment has a direct impact on the development of lecturing staff; Pedagogical environment is the optimal environment for educational activities, educational activities must take place in pedagogical environment, it will bring about effective and effective education, pedagogical environment impacts on love. feeling,

reason and behavior of members in the school; The atmosphere of working in a good school will be the driving force to promote all activities in the school, especially the development of lecturing staff. Therefore, DNGV is able to work and teach in a good pedagogical environment, it will meet a lot of advantages, enthusiastic teachers work creatively, actively innovate teaching to promote educational efficiency for students, and at the same time thereby promoting lecturing staff development;

b) Organizational culture in the school: “school culture is a system of standards and values that help school administrators, teachers, parents and students have ways to good thoughts, feelings, actions”. From that base to the above school culture issue, the school culture factor has contributed to creating a positive educational environment to promote the forces in the school to develop towards good values. It is also a factor that positively affects the development of lecturing staff.

c) The prestige and brand of the school: the school has great prestige and strong brand name will have a great impact on attracting a lot of teachers, making the number of teachers constantly increasing in a selective way, thereby the quality Teachers are also constantly improving, creating motivation for the development of lecturers; When the school has a great reputation and strong brand, the relationship between teachers and the school is more and more attached, making the development of lecturing staff more and more convenient. The school has a great reputation and a strong brand will help the school to be more favorable in the enrollment process, expand the business, ... create more job opportunities and jobs for teachers and teachers with conditions to assert themselves, accumulate. extreme self-development contributes to the development of teachers’ staff.

d) School policies in management and development of teaching staff: In terms of mechanisms and policies of the state, there is a lack of motivation and overlap between ministries, branches and localities affecting the development work. developing faculty members, if the school knows how to take advantage of investment sources, effectively use financial resources, build internal spending regulations, appropriate training and retraining regulations will motivate for the staff and lecturers to actively participate and contribute to the development of the school faculty.

2. Management subjects

The subject of managing lecturing staff development of the school is the management apparatus, the management staff, the department is responsible for developing lecturing staff.

2.1. School management apparatus

The school management apparatus is organized scientifically, reasonably, closely linked, with flexible operation mechanism with high quality and effective management will be a positive factor that

directly affects the development of lecturing staff. ; The school apparatus must have a clear assignment of responsibilities, effective operation will positively impact the development of faculty staff, so building an appropriate management apparatus to ensure science will have an important role. for lecturing staff development, as well as school development.

2.2. School management staff

School management staff is a force directly operating the organizational apparatus and implementing management functions that directly affect the development of lecturing staff, the management staff plays an important and decisive role. determine the quality and effectiveness of the development of lecturing staff. The author Dang Ba Lam said: The level of the management staff has a great influence on the management of the school; Therefore, in order to create a good pedagogical environment to develop lecturers, the school management staff must be the leaders in teaching, understand and understand the objectives, programs, contents of the training, know organizing effective teaching and learning, is the focus of attracting lecturers and students, being respected by colleagues.

It can be said that the qualification, capacity and quality, ethics of the management staff have a particularly important role, directly impacting on the development of lecturing staff, so in the process of implementing the task of developing lecturing staff, it is necessary to consider Priority of the development of management staff, especially for managers who are responsible for developing lecturing staff, must be considered in relation to the development of lecturing staff.

2.3. The department is responsible for developing lecturing staff

This is the advisory department to assist the school leaders in organizing the implementation and implementation of stages (stages) in the process of developing lecturing staff; The level of knowledge, professional competence, and the sense of responsibility of officials and employees who perform this task also has an impact on the development of lecturers. Because it is the operational department directly implementing professional technical measures from building teacher standards → writing staff development plan → recruiting teachers → implementing the arrangement of teachers → advising and evaluating teachers → management of training and training of lecturers → implementing policies to develop lecturing staff, all stages and tasks must be assisted by the department to advise leaders to implement the principles and ensure science and compliance. Combining with practice will have a positive impact on the development of lecturing staff.

Therefore, in the implementation of the task of developing lecturing staff, it is necessary to consider the element of arranging the division to help the implementation of the task of developing lecturing staff with all the above conditions, which

will have a positive impact on the development. Teaching staff.

3. Teachers themselves

Gaining himself is both a client and an actor in the development of lecturing staff because if according to the perspective of lecturing staff development, the individual teacher is the focus, the teacher is the subject but vice versa if following the point of development. Developing teaching staff considers the school goal as the focus, the teacher is the object. Whether in the role of the subject or the object, the teachers themselves have an impact on the development of lecturers, specifically:

3.1. Teachers' awareness

The level of awareness and positive attitude of lecturers contributes significantly to the development of lecturing staff, teachers understand about the goal of developing lecturers and bring benefits to the school and at the same time have benefits for themselves, from that has a positive attitude to receive and determination to perform the tasks of teachers to help develop lecturing staff.

3.2. Regarding the quality and professional attitude of lecturers

Teachers with proper political, ethical, lifestyle and professional attitudes will be necessary preconditions for developing lecturing staff; Trainers must be developed based on the standards of teachers' qualifications so as to ensure sustainable development.

3.3. About the capacity (professional qualifications and pedagogical skills) of teachers

This is a sufficient condition to develop lecturing staff, because lecturers are able to meet the requirements of professional qualifications and pedagogical skills according to teachers' standards, this is the most important standard to meet the requirements of lecturing staff development.

3.4. According to conditions of individual lecturers

Trainers when teaching in a comfortable manner, families have stable economic conditions, happy life, ... those factors also have a positive impact on teaching staff; Especially the achievements and achievements in creative labor in teaching of individual teachers, which has an impulse to motivate teachers to continue singing more and more to develop themselves while contributing to positively impacting faculty development. .

In summary, the development of a contingent of college lecturers in the context of changing vocational education is facing new requirements and new challenges, and the impact of the management subjects to ensure that lecturers meet standards and love demand in terms of quantity, quality and structure as prescribed, and at the same time affected by factors of management environment, management subjects and lecturers themselves in the market economy, regional integration and International requires colleges to find solutions and apply solutions to each school in the most effective way.

References

Pham Minh Hac (2009), *Education of value for the construction of a school culture - theory and practice*, Proceedings of scientific conference "School culture - theory and practice", Society of Psychological Science Vietnamese education.

Dang Ba Lam (2012), *Development of teachers and educational management staff*, Vietnam Institute of Educational Sciences, Hanoi.

NHỮNG YẾU TỐ TÁC ĐỘNG ĐẾN PHÁT TRIỂN ĐỘI NGŨ GIẢNG VIÊN TRƯỜNG CAO ĐẲNG TRONG BỐI CẢNH ĐỔI MỚI GIÁO DỤC NGHỀ NGHIỆP

Nguyễn Đăng Lăng

Trường Cao đẳng Điện tử- Điện lạnh Hà Nội
Email: langnd@dtdl.edu.vn

Ngày nhận bài: 1/3/2019
Ngày phản biện: 10/3/2019
Ngày duyệt đăng: 12/3/2019

DOI:
<https://doi.org/10.25073/0866-773X/271>

Tóm tắt: Trong bối cảnh đổi mới giáo dục nghề nghiệp có nhiều yếu tố tác động đến đội ngũ giảng viên và phát triển đội ngũ giảng viên trường cao đẳng theo nhiều cách tiếp cận khác nhau, tuy nhiên tựu trung lại các yếu tố cơ bản sau đây: Môi trường quản lý (bao gồm môi trường bên ngoài và môi trường bên trong), chủ thể quản lý (bao gồm bộ máy quản lý nhà trường, đội ngũ cán bộ quản lý nhà trường, bộ phận làm nhiệm vụ phát triển đội ngũ giảng viên, bản thân giảng viên).

Từ khóa: Các yếu tố tác động; Đội ngũ giảng viên; Phát triển đội ngũ giảng viên; Trường Cao đẳng; Đổi mới giáo dục nghề nghiệp