DEVELOPING LEADERSHIP CAPACITY IN THE APPLICATION OF INFORMATION TECHNOLOGY IN TEACHING AT ETHNIC MINORITIES BOARDING LOWER SECONDARY SCHOOLS IN DAK LAK PROVINCE IN THE CURRENT PERIOD
- SITUATION AND ISSUES RAISED

Phạm Văn Trường

KrongPak Division of Education and Training, Đắk Lắk province
Email: *truongpv958@gmail.com*

Application of ICTs in teaching in ethnic minority boarding secondary schools in Dak Lak province has been implemented relatively extensively and achieved certain results. However, the application of IT in teaching still faces many difficulties and is not synchronized in all regions. Although aware of the role of IT application in teaching, it has not become an indispensable need. The majority of teachers are not sure about the process of applying IT in teaching, individual and discrete working ways; The sharing and exchanging of knowledge are not regular, so the expansion of knowledge is limited. It can be seen that ethnic minority boarding secondary schools in Dak Lak province have mostly stopped at the policy of applying IT in teaching, there are still lack of specific measures to influence and connect teachers. with learners, have not created a motivation for the application of IT in teaching, have not selected practical and focused application contents, and have not organized leadership to apply IT in teaching in a scientific and effective way. Therefore, there has not been a clear change in IT application in teaching at secondary schools for secondary education in Dak Lak province. Therefore, the organization of researching the current situation of developing leadership capacity in information technology application in teaching at ethnic minority boarding schools for secondary schools in Dak Lak province has proposed a solution system. measures to develop leadership capacity in the application of information technology in teaching in ethnic minority boarding schools for junior high schools is an important and urgent issue that has been posed in the context of the current industrial revolution 4.0. now on.

Keywords: Leadership capacity; Developing leadership capacity; Application of information technology in teaching; Leadership in applying information technology in teaching; Ethnic minorities boarding secondary schools; Dak Lak province.

1. Introduction

The development of information technology has been strongly affecting many different areas of social life, including education and training. The application of information technology has become an indispensable trend and has a profound effect on improving the quality of education and training.

Over the past years, the Ministry of Education and Training has directed the promotion of IT application at all educational levels, levels, and disciplines in the direction of using IT as the most effective support tool to innovate management and improvement. High quality education. In order to achieve the goal of improving the quality of education in the coming period, IT application and IT application leadership need to be drastically implemented, synchronized, creative, flexible and suitable for each locality.

In fact, the application of ICT in teaching in secondary ethnic boarding schools in Dak Lak province has been implemented quite extensively and achieved certain results. However, the

application of IT in teaching still faces many difficulties and is not synchronized in all regions. Although aware of the role of IT application in teaching, it has not become an indispensable need. The majority of teachers are not sure about the process of applying IT in teaching, individual and discrete working ways; The sharing and exchanging of knowledge are not regular, so the expansion of knowledge is limited. The training and learning are spontaneous and single, so the IT level is very different. In management, the authorities have not proactively developed strategies and roadmaps to run activities to support IT applications in teaching. On the other hand, IT application in teaching is directly influenced by the leadership style of educational managers. Approaching from the perspective of educational management, it can be seen that ethnic minority boarding schools for lower secondary schools in Dak Lak province mostly stop at the policy of applying IT in teaching, there is a lack of specific measures. To influence and connect teachers with learners, not create a motivation for applying IT in teaching, have not selected practical and focused application contents, have not organized application leadership. IT in teaching science in an effective and scientific way, therefore, has not made a clear change in the application of IT in teaching at secondary vocational training schools of Dak Lak province.

The reality shows that leadership in applying IT in teaching at secondary schools for secondary education has become an urgent need, indispensable in improving the quality of education in secondary secondary education schools. This requires the right leadership of the Department of Education and Training, the Management Boards of junior secondary education secondary schools to effectively implement IT applications in teaching to meet the requirements of fundamental and comprehensive innovation of Education and Training today and the following years.

2. Methodology and research methods

2.1. Research methodology

The thesis is researched on the basis of dialectical materialism and historical materialism of Marxism - Leninism, Ho Chi Minh thought; the views and guidelines of reforming education and training and education management of the party At the same time, the thesis applies the approaches of system - structure, historical - logical, practical and development perspectives in researching the dissertation.

2.2. Research methodology: Theoretical research methodology group, the practical research methodology group, the support methodology group through the use of algorithms and software Excel and SPSS

3. Overview of the problem research

3.1. The research works of foreign authors

Dr. Penni Tearle with research: "The implementation of IT in UK high schools", stemming from the practice of IT application in UK high schools, the work has presented difficulties and challenges. to face ICT implementation in schools. Research has opened up a wide range of issues, which are particularly relevant to IT application leadership and its impact on the entire school culture. Key findings: (1) It is necessary to have an IT strategy with a school-wide vision; (2) Principals in schools must see the importance and necessity of IT application and must implement IT to teach in schools; (3) Identify teacher needs and support teacher training on IT proficiency; (4) The role of facilities and supporting facilities in the process of implementing IT applications; (5) Innovations in the management of school heads in promoting the application of IT in teaching to improve the quality of education (Penni, 2004).

In the article "Information and Communication Technology in Education, a Personal Perspective" by author David Mousund in the research process made the following argument: (1) IT is changing rapidly to the point where it is out of reach. most leaders' worries worry them; (2) Basic key ideas about using IT in education have changed but very slowly. In particular, the author emphasizes the role of IT in the content of the curriculum, instruction and evaluation of student outcomes; focus instruction, assessment, capacity development on student issues and other aspects of the teacher's professional work; point out the problem is the need to change the managerial mind, the contradiction between IT and the managerial mind (David, 2016).

Olatundun, SA, Ph.D and Adu, EO, Ph.D in the article: The use and leadership of IT in schools: strategies for school leadership (2013) came up with some Suggestions for administrators in designing leadership solutions to apply IT in schools, which are: The school's IT policy building needs to be consistent, systematic and progressive. Leaders need to be knowledgeable about IT to stay ahead and become a competitive person; need to participate in activities in the IT application process; strengthen partnerships and cooperation so that technology development can be enhanced and school decision-making decisions will be made. Managers need a vision to make the right decisions in integrating and managing ICT in schools; plan a teacher training program to promote a sense of professionalism in teaching, motivate them to learn new knowledge and acquire new skills and competencies. Leaders need to evaluate and exchange information from other schools to compare and exchange experiences, anticipate and prepare for future changes in IT. Teachers should be encouraged to share pedagogy

and IT techniques, to work in teams to integrate IT into teaching and learning (Adu & Olatundun, 2013).

The authors concluded: "Leading the use of IT and communication is both challenging and rewarding"; "ICT has created demands for systematic changes in schools. Certainly school leaders and teachers feel the pressure to change and to find ways to implement and maintain technological innovation" (Adu & Olatundun, 2013).

The issue of developing a management model for schools has been comprehensively studied by Yan Piaw Chua and Pei Pei Chua (2017) with the article: Developing a foundation model for educational technology leadership practices. . Research has provided a basic model for technology leadership in schools. The authors stated: "Effective strategies include developing an important network mission and vision, providing training in computer communications, enhancing lifelong learning, building build close and positive relationships between users and promote maximum utilization of e-learning platform. In order to improve technology leadership practices, schools must create favorable infrastructure for e-teaching and learning, stimulate electronic cooperation between users and outside, and reward self-study initiatives. online - jobs and roads to create networks among users "(Yan, PC and Pei, PC 2017, page 76).

3.2. The research works of domestic authors

Regarding the application of IT in active teaching, author Ngo Quang Son with the book: "Applying teaching and learning positively" stated the research process of teaching technology with the design of positive teaching plans. IT applications to improve the quality of teaching. The author highly appreciates the positive impact of IT application leadership on innovation and improving teaching quality (Son, 2002).

Discussing leadership issues in applying IT in teaching activities at high schools; author Tran Minh Hung in the doctoral thesis on "Management of IT applications in teaching high schools" (2012) found that IT application management in teaching activities at high schools is an urgent issue. , the author has studied the situation to see the shortcomings and contradictions in the implementation process, thereby proposing a system of measures to manage IT applications in teaching in high schools (Hung, 2012).

Discussing the issue of IT application management in teaching at educational institutions, author Trieu Thi Thu with the doctoral thesis on "Management of IT application in teaching at continuing education centers in the city. Hanoi "(2013) has affirmed the importance of applying IT in management; Based on practical research,

the author proposes a number of necessary and feasible measures to improve the efficiency of IT application in teaching management at continuing education centers in Hanoi (Thu, 2013).

The issue of application management of educational activities in high schools was authored by Nguyen Thanh Giang (2015) in his doctoral thesis: "Application management of IT in high schools in the Southeast region of Vietnam". The author built a theoretical basis for IT application management in high schools; There are general assessments on the situation of leadership in IT application in high schools in the Southeast region from which the author gives a system of measures to manage IT applications in high schools in the Southeast region (Giang, 2015).

In the article: "Managing IT application activities, communication to innovate teaching method at boarding schools for ethnic minorities" (2009) by Ngo Quang Son authored the status of leadership in applying IT in innovation of teaching method. at ethnic boarding high schools; From there, propose effective solutions at boarding schools (Son, 2009).

Overview of the above works has created an overall picture of leadership in IT application in teaching at domestic and foreign schools. Through that, it also shows that in-depth study of leadership in IT application in teaching at secondary vocational training schools in Dak Lak province to meet the current requirements of educational innovation is necessary, urgent and meaningful. real.

4. Research content

4.1. Related concepts

Leadership in application of ICT in teaching is to lead the use of IT in teaching activities in a purposeful and planned manner of leaders to teachers, students and forces inside and outside the school to maximizing resources to promote and improve the quality of education. From the above approach, it is shown that Leadership in applying IT in teaching is the purposeful, planned and organized impacts of the leadership to the application of IT in teaching activities of teachers and students' learning activities to improve the quality of teaching to meet current educational innovation requirements.

The goal of leading the application of information technology in teaching at secondary schools for secondary education is to well perform the tasks and teaching contents; contribute to improving the quality and achieving the teaching objectives at the junior secondary education secondary schools in the context of education innovation and the development of information technology in the era of industrial revolution 4.0 today.

The main subject that plays the leading role in applying IT in teaching at secondary education

secondary schools in this study has been identified as: Head of Education and Training Department.

The subject of the direct application of IT in teaching at secondary education secondary schools is the principal of the school.

Teachers are the direct leaders in the application of IT to the teaching activities of teachers themselves and the learning activities of students in the classroom.

Subjects enjoying the leadership in applying IT in teaching at secondary vocational training schools are IT skills, teachers' activities to exploit IT utilities and investment, facilities management, and technical protection. ensuring the application of IT in teaching to achieve the highest results.

Method of leadership in applying IT in teaching at secondary schools for secondary education is very diverse and plentiful; which is done through educational leadership methods; combine leadership with self-leadership.

The quality of leadership in IT application in teaching secondary education secondary schools depends on the needs of information technology application, the preparation of secondary education secondary schools and the reality of each locality; strategic reach of the leader; pedagogical interaction environment through IT applications; support for leadership, obstacles in the implementation process and in the future, ...

4.2. Current situation of leadership in the application of information technology in teaching at ethnic minority boarding high schools in Dak Lak province in the current period

Through a survey of 625 sample questionnaires and direct interviews with the principal, managers and teachers at 15 ethnic minority boarding schools for high schools (2017-2019), the results were as follows. after:

4.2.1. Situation of making information technology application plan for teaching in ethnic minority boarding high schools

In general, the level of evaluation is relatively even, the distance between the average score values is not too far from each other: The biggest difference between the assessment of the administrators and teachers (max is 0.37) for the content " Instruct teachers to develop and implement plans to apply IT in teaching. For the content of "Planning to build websites, equipping software, databases for IT application", there is the smallest difference between the assessment of managers and teachers (min is 0.07). The content of "Setting up the goal of applying IT in teaching" and the content "Mastering the plan of the Department, the Department of Education and Training on IT application in teaching" is rated with an average score of> 3,

showing that the schools do very well these two contents.

4.2.2 Actual situation of organizing the implementation of information technology application plans in teaching

The survey results show that the implementation of the plan to apply IT in teaching at secondary schools for secondary education has tried but still stopped at above average level. Content "Updating documents related to IT applications in education and training", "Organizing conferences and meetings to implement related documents on IT applications" is assessed at a level above fairly (> 3). It is affirmed that the schools have been very interested in and implemented this content well.

4.2.3. Current situation of educational institutions to raise awareness of applying information technology in teaching to managers and teachers

Through the survey results show that the average score in all 4 contents is higher than the average (2 points is estimated). Regarding the contents of "Dissemination and propaganda of the Party's guidelines, the State's policy on enhancing the application of IT in teaching" and the content "Thoroughly understanding the ideals for administrators and teachers about the need to apply IT use in teaching through conferences, congresses ... "achieved a high level (estimated at 3 points). In general, the awareness raising and thorough understanding for administrators, teachers are evaluated quite well and have been concerned by room and school leaders. In addition, the survey results also show that the organization of conferences and seminars on the role, meaning and effectiveness of IT application in teaching is still 29% of teachers rated at an average level and weak. Regarding the content of regularly monitoring the situation of ideology, attitude of teachers in applying IT in teaching for timely adjustment, there are still 49.6% of teachers rated at medium and weak level. It is necessary to have timely adjustments to promote the application of IT in teaching in every school.

4.2.4. Situation of organizing refresher courses to improve the information technology application level for managers and teachers

The results show that: the evaluation of administrators and teachers is relatively even, the distance between the average score values is not too far apart: the biggest difference between the assessment of teachers and teachers in the content (Internal construction content, fostering IT applications): deviation 0.54. Content (Developing training plan to improve IT application skills for managers, teachers) is highly appreciated by administrators and teachers, respectively 3.22 and 3.28, at No. 1 position, with smallest deviation is

0.06. It proves that the schools are very interested in this content. The content (Survey, assessment of IT application level of managers, teachers) is rated lowest by the administrators, the evaluation teacher ranks 6th with, showing that the schools are still not really interested in the content of the survey. Monitoring and evaluating IT application level of managers and teachers before developing a refresher plan. The content of "Organizing fostering methodology to apply IT in teaching" has been evaluated by the managers at the sixth place, teachers rated at the 7th position, proving that the method of organizing fostering has not been highly effective.

The contents of "Content development, information technology training programs", "Organizing training in IT applications in teaching of the University", "Orienting the self-training, self-studying IT applications in teaching "and" Examining and evaluating the fostering of IT application in teaching ", which are evaluated at average level by both administrators and teachers (> 2.5). This shows the efforts of the schools but not yet high.

4.2.5. Current situation of leadership in applying information technology in teachers' teaching

The results show that: The level of implementation of the contents of IT application management in teaching of teachers has been assessed at a fairly good level, but the evaluation between the administrators and teachers is still a gap of 0, 19. In some contents, there is still a big difference between the assessment of managers and teachers: the content of "Establishing and disseminating evaluation standards for IT-based teaching hours" has a difference of 0.65 ; the content "Developing regulations and specific requirements for lesson plans with IT applications, electronic lesson plans" has a difference of 0.51.

The content has been rated by both the managers and teachers with the highest level and the average score is = 3.47; = 3.24. The contents of "Building an IT application plan of the professional group", "Organizing seminars, seminars" application of IT in innovation of teaching method ",￼" Directing and encouraging the use of teaching software "Both managers and teachers rated at a good level (> 3). This confirms that the schools have paid great attention to these issues in implementing leadership contents in applying ICT in teaching of teachers. However, the contents of "Developing a plan to apply IT in teaching of teachers", "Organizing tests, scheduled periodically, unexpectedly drawing experience of teaching hours with IT applications", "Directing to use use of information technology in content improvement, inspection and evaluation forms "is only rated at an average level. Particularly for the content of "Directing teachers to guide students to apply IT in learning, self-study", administrators and teachers rated at the lowest level (<2), which means that the schools have not had care and target students in applying IT in learning and self-study.

4.2.6. Current situation of leadership in applying information technology in students' learning

The survey results show that: The level of implementation of leadership contents in IT application in learning of students in secondary education schools has been assessed to be below average, the assessment between the objects of managers and teachers. quite similar, proving that this content has not been paid much attention.

In some contents, there is still a big difference between the assessment of managers and teachers: the content of "Organizing contests related to the content of applying IT in learning to encourage students" has a difference of 0 , 52; The content "Directing and guiding students to apply IT in self-study" has a difference of 0.44.

There are only two contents "Organizing to guide students with methods of applying IT in learning in accordance with practical conditions" and Organizing for students to do exercises with the application of information technology that are both administrators. and teachers rated above average (> 2). Other content is rated below average or average. Especially, the content of organizing and guiding students to use electronic textbooks has not been implemented yet because no school has been implemented so far.

4.2.7. Reality facilities, technical equipment to ensure the application of information technology in teaching

The survey results show that the management of facilities and technical equipment to ensure the application of IT in teaching has been assessed at a fairly average level, proving that this content has been evaluated by schools. tried very hard but there was no synchronous and widespread implementation because there was a big difference between the content: management staff had (difference 1.38), teachers had (difference to 1.41).

In general, between managers and teachers, there is not much difference in the content, the highest difference is 0.31 and the lowest is 0.03. There are three contents with a fairly high rating (> 3), which are the contents "Leadership to ensure IT documents, books, CDs", "Leading the effective use of CSVC, equipment IT ","￼ Leading emulation movements on using IT equipment, applying IT in teaching ". Besides, there are 3 content items which are only at medium level and below average level: "Developing regulations and procedures on the maintenance of infrastructure and IT equipment", "Developing policies to create conditions for

teachers. self-equip computers, IT equipment, make their own IT products for teaching ","" Bringing the use and maintenance of infrastructure, IT equipment into the emulation criteria of the school "proves the construction of regulations and procedures for preserving IT equipment and developing policies to support teachers are still weak; Particularly, the maintenance and use of CSVC and IT equipment in the emulation criteria are few schools implemented so it has not created motivation for teachers.

4.2.8. The situation of checking and evaluating the results of information technology application in teaching

The survey results show that: The implementation of the inspection and evaluation of the results of applying IT in teaching in secondary schools has been evaluated well, the evaluation between the managers and teachers is quite similar. (only 0.27 deviations).

Managers have assessed all the above-mentioned contents fairly well, for teachers there are still two items that are under-rated: "The organization of district-level tests for schools. "And" Perform emulation and commendation work after examination and evaluation ". Besides, there are still two issues in some units that still have a low level of assessment, which is the content: organizing district level inspections for schools; content of implementation of emulation and commendation after examination and evaluation (with 17/128 managers and 261/1440 teachers assessing the weak level). This proves that some schools still do not really care about these two issues.

4.2.9. Situation of factors affecting leadership in applying information technology in teaching

Survey results of 625 administrators and teachers showed that the impact of the factors on the management of IT applications in teaching at secondary education schools of Dak Lak province was evaluated by the administrators and teachers quite well. The difference between the elements is not too far apart (max = 3.38; min = 2.83), the deviation is 0.55, so it can be confirmed that all factors have a great impact on the management. IT applications in teaching at secondary schools. Especially, the impact from the awareness, attitude of administrators, teachers and students on IT is assessed the most important next to the impact from the competence and qualifications of administrators, teachers and students on important IT. Thereby, the author sees that in order to successfully implement the application of IT in teaching, the leader needs the strongest impact on the awareness of each administrators, teachers and students.

Based on the results of the current situation survey, the author of the article made some comments and assessments about strengths, weaknesses as well as opportunities and challenges affecting the leaders in IT application in secondary education schools of the Dak Lak province through SWOT analysis is as follows:

5. Discussion

The researches all mention the role of IT application in education, IT application impact and IT application management in schools. A number of studies put forward methods of applying IT in teaching specific subjects, mainly those targeted at high schools, colleges and universities. The research has not gone into leading the application of IT in teaching in regions with great differences in different circumstance. Especially in the near future, the renovation of the general education program implemented with the 4.0 revolution that is happening everywhere will create a change in the conception and thinking of the teaching and learning process. of the key elements towards radical and comprehensive education reform.

Leading the application of IT in teaching at secondary schools for general education in general, secondary schools for secondary education of Dak Lak province in particular to meet the requirements of educational renovation currently have almost no documents or research works to fully and systematically updated. Assess the current situation of leadership in IT application in teaching at secondary education schools, analyze and clarify the causes of achievements and limitations in order to have a practical basis for proposing leadership solutions for IT application in teaching at secondary schools for secondary education in Dak Lak province is a very important and urgent task in the current period.

6. Conclusion

Correct assessment of the current situation of IT application in teaching, the situation of leadership in IT application in teaching at ethnic minority boarding secondary schools in Dak Lak province is a prerequisite for improving the quality of education of each school. The author relied on three main sources of assessment: Assessments of leaders and managers at the education and training department level, leaders and managers at the school level and teachers of the junior secondary education schools through the questionnaire inquiry system. The obtained results are processed by statistical mathematics and described through graphs. The processing results show that the correlation of the assessments is quite appropriate, the difference between the administrators and teachers is negligible.

Through researching the current situation of leading the application of IT in teaching at secondary vocational training schools, allowing the author to draw some conclusions as follows:

STRENGTH (S)

- Most of administrators and teachers have proper awareness about the necessity of applying IT in teaching at secondary education schools of Dak Lak province in the period of education renovation today.

- Schools have been interested in investing in infrastructure, basic IT equipment to meet the school's activities in general, and serve teaching activities in particular.

- Management staff paid attention and fostered to raise the level of IT application in teaching for officials and teachers in the school.

- Most of the teachers are enthusiastic, eager to learn to improve their qualifications. Some administrators, teachers have basic knowledge about informatics. On the other hand, the junior high school teachers teaching staff have high professional qualifications (from college upwards), so improving the IT application level in teaching has many advantages. Updating, acquiring IT knowledge and improving IT skills are quite easy and fast.

- The age of secondary school students is the stage when they start to mature, so they can quickly acquire and learn new knowledge, especially inormation technology.

WEAKNESSES (W)

- There are still some administrators, teachers do not have proper awareness about the need to apply IT in teaching to improve the quality of teaching.

- The level of IT application in teaching of most teachers has reached a minimum level, without passion and creativity. Some teachers are still afraid to innovate and even shy away. Most older teachers are often afraid to change and have difficulty accessing IT knowledge.

- The majority of teachers have not mastered the techniques and processes to build and design lesson plans with IT applications, and do not know how to make full use of IT utilities to innovate teaching method.

- The training to improve the qualifications of administrators, teachers and students has been conducted but it is seasonal and methodical so the effectiveness is not high.

- Education managers are still confused in making their own regulations and requirements, as well as evaluation criteria for IT application lesson plans.

- The organization and launch of emulation movements on the application of information technology in teaching of schools are limited, irregular and extensive.

- Schools have been investing in infrastructure, IT equipment but in general have not met the current needs due to the high number of students. Some schools in rural areas, especially those in disadvantaged areas, still lack the conditions of infrastructure and IT equipment.

- Multimedia classrooms still have few invested schools. The electronic data warehouse of schools is still sketchy, so it has not brought into full use yet.

- The application of IT in learning is still mostly spontaneous, not yet guided and implemented officially. The elective IT study for students has not been implemented for all schools and students in the city area, thus affecting the application of IT in teaching.

- Planning and organizing the implementation of IT applications in teaching have been implemented, but most of them have not had strategic reach yet.

- The inspection and evaluation of IT application in schools has not been drastic, after the test, there have been no feasible measures to overcome the shortcomings and weaknesses. The encouragement was not timely and effective, so it could not promote the IT application movement at the units.

OPPORTUNITIES (O)

- The whole society is very interested in the application and development of IT in all fields, including education - training. This will create an enabling environment for IT application in teaching at secondary vocational training schools.

- Our Party and State have many proper guidelines on promoting the application of IT in Education and Training. The Ministry of Education and Training has implemented to enhance IT applications such as IT applications to innovate teaching methods, IT applications in testing, evaluation, ...

- The implementation of documents on the Party and State's guidelines and policies on promoting IT application in education has been synchronously and drastically implemented in Dak Lak province, creating a clear change in levels. management and especially the teachers.

- There are many materials such as books, newspapers, magazines, CDs, ... referring to IT knowledge and skills. Managers, teachers and students can look up and exploit information on IT applications in online teaching through websites for education ...

- Currently, the national economy and society is growing, the life of teachers is also improved, which will create favorable conditions for the application of IT in teaching.

THREATS (T)

- There are still some administrators, teachers do not have proper awareness about the need to apply IT in teaching to improve the quality of teaching.

- The level of IT application in teaching of most teachers has reached a minimum level, without passion and creativity. Some teachers are still afraid to innovate and even shy away. Most older teachers are often afraid to change and have difficulty accessing IT knowledge.

- The majority of teachers have not mastered the techniques and processes to build and design lesson plans with IT applications, and do not know how to make full use of IT utilities to innovate teaching method.

- The training to improve the qualifications of administrators, teachers and students has been conducted but it is seasonal and methodical so the effectiveness is not high.

- Education managers are still confused in making their own regulations and requirements, as well as evaluation criteria for IT application lesson plans.

- The organization and launch of emulation movements on the application of information technology in teaching of schools are limited, irregular and extensive.

- Schools have been investing in infrastructure, IT equipment but in general have not met the current needs due to the high number of students. Some schools in rural areas, especially those in disadvantaged areas, still lack the conditions of infrastructure and IT equipment.

- Multimedia classrooms still have few invested schools. The electronic data warehouse of schools is still sketchy, so it has not brought into full use yet.

- The application of IT in learning is still mostly spontaneous, not yet guided and implemented officially. The elective IT study for students has not been implemented for all schools and students in the city area, thus affecting the application of IT in teaching.

Dak Lak province has paid great attention to the cause of education and training, especially promoting the application of IT in teaching to improve the quality of education to meet the current renovation requirements.

Most educational managers and teachers have a proper awareness of the need to apply IT in teaching at the secondary education schools at the moment, but there is still a part of awareness that is not high on this issue. are teachers in disadvantaged areas and older teachers.

Most administrators, teachers at schools have applied IT in teaching, the use of the Internet to collect documents, exchange information has been used regularly. However, the level and skill of IT application of administrators, teachers in teaching are still some limited content, most of them only reach a minimum level; skills of exploiting electronic data warehouse are very low, not yet effectively exploiting some utility software for teaching. Some administrators and teachers are still confused or not yet proficient in using IT equipment and modern teaching equipment. Some IT lesson plans have not promoted students' activeness, initiative and creativity.

The application of students' IT in learning has been deployed but there is no specific organization and guidance. Most students are eager to learn, prefer to approach and quickly approach science and technology, but due to the age, psychological and cognitive characteristics of ethnic minority students, it is necessary to have orientation and guidance. of the teachers.

In recent years, IT infrastructure has been invested by localities and evaluated at a fairly average but not equal level across regions, most of which have met the minimum needs for schools. However, the development of regulations, procedures to maintain equipment and policies to support teachers is weak.

The application of IT in teaching has been widely implemented but in some localities due to economic conditions and awareness, the implementation is still slow. Some schools, the administration and management are still loose and unorganized, and have not developed the school's regulations and criteria on IT application in teaching. The management, administration, operational organization and professional capacity of some administrators and teachers are still limited, not meeting the current renovation requirements. The inspection and evaluation has been carried out by localities, but there has not been a roadmap and it has not occurred regularly, so the units have not been encouraged to do well, they have not found the shortcomings and limitations to draw experience in directing and operating.

References

Adu, E. O., & Olatundun, S. A. (2013). The use and management of ICT in schools: strategies for school leaders. *European Journal of Computer Science and Information Technology*, *1*(2), 10–16.

Al-Zaidiyeen, N. J., Mei, L. L., & Fook, F. S. (2010). Teacher's Attitudes and Levels of technology Use in classrooms: The Case of Jordan Schools. *International Education Studies*, *3*(2), 211–218.

David, M. (2016). Information and Communications Technology in Education, A Personal Perspective. Retrieved from http://www.citejournal.org/volume-2/issue-2-02/seminal-articles/information-and-communicat

Giang, N. T. (2015). *Management of information technology applications in high schools in Southeast region, Vietnam*. PhD thesis, Ho Chi Minh City.

Gils, P. Van. (2004). *Information Technology in Education*. Hanoi: Education Publishing House.

Hanoi National University of Education, & the Higher Education Project. (2006). Technology solutions and information technology application management in teaching-learning method innovation. *Proceedings of the National Scientific Conference on Information Technology*. Hanoi.

Ho Chi Minh National University, & Microsoft. (2006). Technology solutions and information technology application management in education. *Proceedings of Scientific Conference*.

Hoa, P. D., & Son, N. Q. (2008). *Application of information technology in active teaching*. Hanoi: Education Publishing House.

Hoa, P. D., & Son, N. Q. (2011). *Methods and teaching technologies in interactive pedagogical environment*. Hanoi: Publishing House of Pedagogy University.

Hoa, P. D., & Son, N. Q. (2016). *Methods and teaching technologies in interactive pedagogical environment*. Hanoi: Publishing House of Pedagogy University.

Hung, T. M. (2012). *Application management of information technology in teaching in high schools*.

Leidner, D. E., & Jarvenpaa, S. L. (1995). The Use of information Technology to Ennhace management School Education: A theoretical view. *MIS Quarterly*, *19*(3), 265–291.

Mohanty, L., & Vohra, N. (2009). *Strategy for information technology development in schools*. Hanoi: University of Education Publishing House.

Son, N. Q. (2002). *Applying active teaching and learning*. Hanoi: Publishing House of Education.

Son, N. Q. (2006). *Information and Communication Technology in Education and Teaching Management*. Hanoi.

Son, N. Q. (2009). Managing the application of information and communication technology to innovate teaching methods at boarding schools for ethnic minorities. *Journal of Education*, *No 174*, 7–10.

PHÁT TRIỂN NĂNG LỰC LÃNH ĐẠO ỨNG DỤNG CÔNG NGHỆ THÔNG TIN TRONG DẠY HỌC Ở CÁC TRƯỜNG PHỔ THÔNG DÂN TỘC NỘI TRÚ TRUNG HỌC CƠ SỞ CỦA TỈNH ĐẮK LẮK TRONG GIAI ĐOẠN HIỆN NAY - Thực trạng và những vấn đề đặt ra

Phạm Văn Trường

Phòng Giáo dục và Đào tạo KrôngPắk, tỉnh Đắk Lắk
Email: *truongpv958@gmail.com*

Tóm tắt

Ứng dụng công nghệ thông tin trong dạy học ở các trường phổ thông dân tộc nội trú trung học cơ sở của tỉnh Đắk Lắk đã được triển khai tương đối sâu rộng và đã đạt được những kết quả nhất định. Tuy nhiên, việc ứng dụng công nghệ thông tin trong dạy học còn gặp nhiều khó khăn và chưa đồng bộ ở các vùng miền. Mặc dù nhận thức được vai trò ứng dụng công nghệ thông tin trong dạy học nhưng chưa trở thành nhu cầu tất yếu. Đa số giáo viên chưa nắm chắc quy trình ứng dụng công nghệ thông tin trong dạy học, cách thức làm việc mang tính cá nhân và rời rạc; việc chia sẻ, trao đổi kiến thức chưa thường xuyên nên việc mở mang kiến thức còn hạn chế. Có thể thấy các trường phổ thông dân tộc nội trú trung học cơ sở ở tỉnh Đắk Lắk phần lớn mới dừng lại ở chủ trương ứng dụng công nghệ thông tin trong dạy học, còn thiếu những biện pháp cụ thể để tác động và liên kết được người dạy với người học, chưa tạo được động lực của việc ứng dụng công nghệ thông tin trong dạy học, chưa lựa chọn những nội dung ứng dụng thiết thực và có trọng tâm, chưa tổ chức lãnh đạo ứng dụng công nghệ thông tin trong dạy học một cách khoa học và hiệu quả, vì thế chưa tạo nên sự chuyển biến rõ nét về ứng dụng công nghệ thông tin trong dạy học ở các trường Phổ thông dân tộc nội trú trung học cơ sở của tỉnh Đắk Lắk. Do đó việc tổ chức nghiên cứu thực trạng phát triển năng lực lãnh đạo ứng dụng công nghệ thông tin trong dạy học ở các trường phổ thông dân tộc nội trú trung học cơ sở của tỉnh Đắk Lắk để từ đó đề xuất được hệ thống giải pháp phát triển năng lực lãnh đạo ứng dụng công nghệ thông tin trong dạy học ở các trường phổ thông dân tộc nội trú trung học cơ sở là vấn đề quan trọng và cấp thiết đã được đặt ra trong bối cảnh cách mạng công nghiệp 4.0 hiện nay.

Từ khóa

Năng lực lãnh đạo; Phát triển năng lực lãnh đạo; Ứng dụng công nghệ trong dạy học; Lãnh đạo ứng dụng công nghệ thông tin trong dạy học; Trường Phổ thông dân tộc nội trú trung học cơ sở; Tỉnh Đắk Lắk