

TRAINING HISTORY TEACHERS AT PEDAGOGICAL UNIVERSITIES FROM THE ORIENTATION OF IMPROVING STUDENTS' CAPACITY TO SATISFY THE NEW PROGRAM OF HIGH SCHOOL EDUCATION – A VIEW FROM THE EXPERIENCES OF THE REPUBLIC OF FRANCE

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ABSTRACT

Ministry of Education and Training is now performing the reform in high-school education. Rather than content-oriented approaches, this reform focuses on teaching approaches to develop learners' capacities. In order to satisfy this reform, the issue of training teachers (including retraining) play the most decisive role. In such context, seeing and studying experiences of training teachers of advanced-education countries in the world, for instance the Republic of France, is meaningful in both scientific and practical values. Due to such requirements, this paper concentrates on resolving three issues: French historical teacher training model; Current model of teacher training in Vietnam; Some possibilities to apply in Vietnam from the experience of the Republic of France. The paper uses two main methods: the historical method and the logical method. In addition, the authors also use methods of analysis, comparison, and synthesis to clarify research issues.

Keywords: *capacity; teaching; training the history teachers; Viet Nam; the Republic of France.*

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ĐÀO TẠO GIÁO VIÊN LỊCH SỬ Ở CÁC TRƯỜNG ĐẠI HỌC SƯ PHẠM THEO HƯỚNG PHÁT TRIỂN NĂNG LỰC ĐÁP ỨNG CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG MỚI - NHÌN TỪ KINH NGHIỆM NƯỚC CỘNG HÒA PHÁP

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TÓM TẮT

Hiện nay, Bộ Giáo dục và Đào tạo đang xúc tiến cải cách giáo dục phổ thông. Trọng tâm của cuộc cải cách giáo dục lần này là chuyển từ dạy học theo hướng tiếp cận nội dung sang hướng tiếp cận năng lực người học. Để đáp ứng cuộc cải cách này, vấn đề đào tạo giáo viên (kể cả đào tạo lại) giữ vai trò quyết định sự thành bại. Trong bối cảnh đó, việc học tập kinh nghiệm đào tạo giáo viên ở các nước có nền giáo dục tiên tiến trên thế giới, trong đó có nước Cộng hòa Pháp, là việc làm có ý nghĩa khoa học và thực tiễn. Xuất phát từ yêu cầu đó, bài viết này sẽ tập trung giải quyết 3 vấn đề: Mô hình đào tạo giáo viên lịch sử của Pháp; Mô hình đào tạo giáo viên của Việt Nam hiện nay; Một số khả năng vận dụng ở Việt Nam từ kinh nghiệm nước cộng hòa Pháp. Bài viết sử dụng hai phương pháp chính là phương pháp lịch sử và phương pháp logic. Ngoài ra, nhóm tác giả còn sử dụng các phương pháp phân tích, so sánh, tổng hợp để làm rõ vấn đề nghiên cứu.

Từ khóa: *năng lực; dạy học; đào tạo giáo viên Lịch sử; Việt Nam; nước Cộng hòa Pháp*

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1. Introduction

Studying the model of high-quality teacher training for high school is an urgent requirement for Vietnamese education in particular and for the whole society in general, in order to serve the national innovation in education and national development. Being one of countries having the most developed education system; France is very successful in the process of reforming education and training teachers. Therefore, studying French model of training teachers can provide valuable lessons and experiences for the innovation of Vietnam's training teacher model. Vietnamese Ministry of Education and Training (MOET) is now promoting the reform in high-school education. Rather than content-oriented approaches, this reform focuses on teaching approaches to develop learners' capacities. In order to satisfy this reform, the issue of training teachers (including retraining) play the most decisive role. In such context, seeing and studying experiences of training teachers of advanced-education countries in the world, for instance the Republic of France, is meaningful in both scientific and practical values.

2. Content

2.1. Training model for France's history teachers

Before 1789, the French education was valued only for a minority in society and this system was performed by monks, tutors of noble and wealthy families. The principle of "a united education for all" was established only after the victory of the French revolution in 1789. Since then, the education system began to be divided into three levels: Primary school (primaire), High school (secondaire) and University (supérieur). From 1789 until now, Colleges for training teachers in France has been established at two points.

Firstly, The French Revolution in 1789 caused many changes in the French society and one of those changes was a decision to establish the first School of Teacher Training in Paris. This has deeply changed the

educational system at that time. The first announcement of the School stated that "*The School of Pedagogy will be established in Paris and call on all French citizens, who have scientific knowledge, to study at the school. Students of the school will be trained under the supervising of the best professors in the field, about teaching art*" (according to the Constitution - Convention 1794). The school is a precursor of the University of Pedagogy (ENS), now the four famous French science schools namely ENS Paris, ENS Cachan, ENS Lyon, and ENS LSH Lyon.

Secondly, before 1989, teacher training was undertaken by pedagogical schools. In 1989, the Institutional University of Teacher Training (IUFM: Institut Universitaire de formation des maitres) was established to replace the Schools of Pedagogy. In each regional administration and educational units (Académie), IUFM is responsible for training primary-school teachers, high-school teachers (including junior and intermediate teachers, general ones, technical or vocational teachers) as well as pedagogical advisers. Since 2008, the Institutional University of Teacher Training (IUFM) has become the "member-schools of University". The IUFMs has merged into multidisciplinary universities and become member schools (écoles dans l'université). Because there may have many universities in each administrative and educational unit (académie) where IUFM is responsible for teacher training, a decision to merge into a specific university is conducted based on IUFM's agreements with that university.¹

¹ In Grenoble there are three universities: Grenoble I Joseph Fourier (Natural and Health), Grenoble II Pierre Mendès France (economy), Grenoble III Stendhal (language). IUFM leader board of Grenoble decided to merge with the University Grenoble I. Or in Bordeaux there are 4 universities: Bordeaux I (natural science), Bordeaux 2 (Medicine), Bordeaux 3 (social sciences and humanities) and Bordeaux 4 (law and economics). IUFM leader board of Bordeaux decided to merge into university Bordeaux 4.

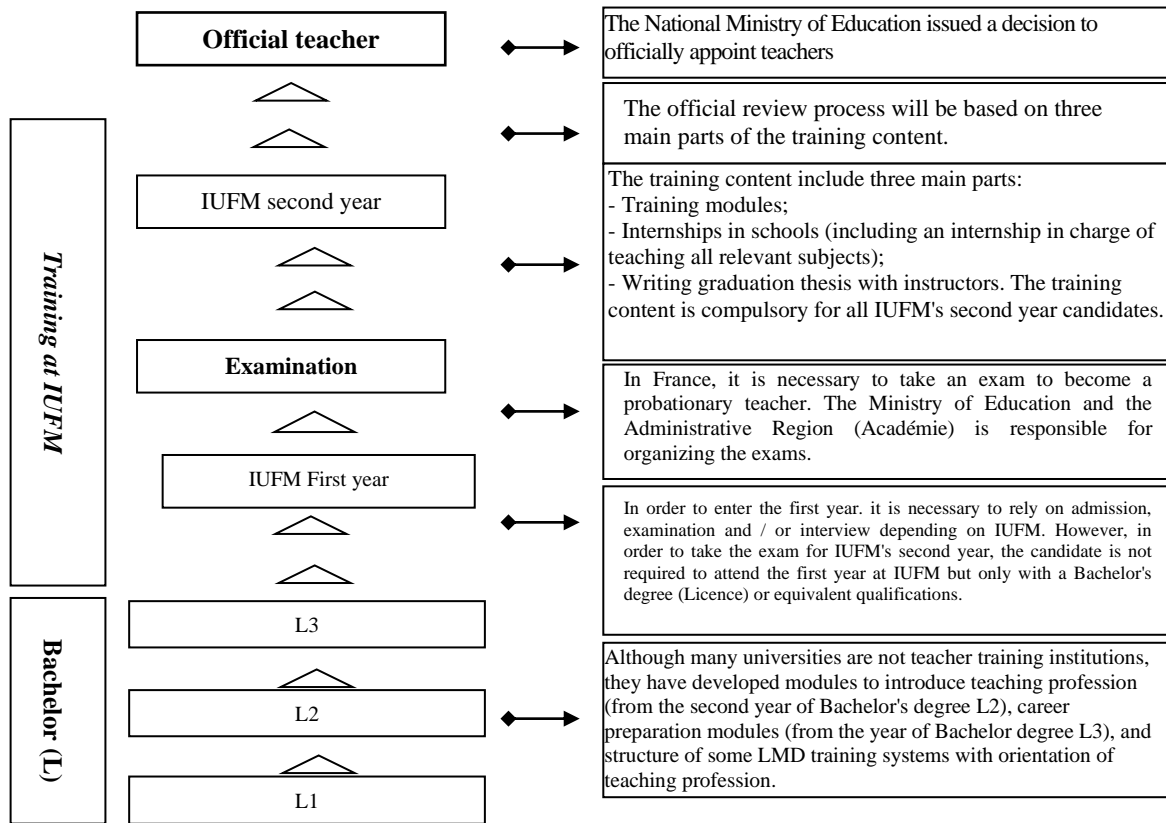


Figure 1. Model of Teacher Training at IUFM in France [1]

- Recruitment of teachers (See Figure 1).

To enter IUFM, candidates need to have a bachelor's degree and fill the application form. The recruitment depends on each IUFM, as it can be done by a peer-review applicants' profile, an examination or an interview.

After being admitted for the first academic year, candidates will use most of their time to prepare for entry-examination of both theories and practice. Therefore, having a bachelor's degree is a prerequisite for IUFM's first academic year and the training content in this period focuses mainly on specific science.

To get into the IUFM's second year, candidates must pass a national examination. There are two parts in this examination: writing and oral tests. The result of the writing test is only fundamental for the oral exam and the oral test plays the decisive position. After passing those examinations, the candidates can learn at the IUFM's second

year and they become state-apprentices (fonctionnaire - stagiaire) within a year and perform various internships at the school along with the theoretical classes at IUFM. At the end of this period, they need to pass the peer-review conducted by educational inspectors. The result of this inspection, together with learning outcome of the second academic year at IUFM and of their final or graduating assignment are foundations to accept semi-teachers to become stated teachers.

- Regarding the Program of Teacher Training, the purpose of IUFM's first-year training is to focus on students' preparation for the examination in the second year to become trainee of the state. *“Students comprehend or reinforce necessary knowledge in the college to gain good results and succeed in writing and oral examinations; which therefore creates wonderful conditions for students to enter in the real education through*

internships and activities of short-visiting high schools" [1]. In other words, the training content of the first year combines various components of scientific culture (specialized or multidisciplinary), specialized knowledge, pedagogical knowledge and general knowledge about the education system. All those information and knowledge are preparation for the next examination with both contents relating to theory and practice of education. In addition, first-year academic students also initially participate in the pedagogical internship by observing and attending lessoning model at high schools.

If students pass the entrance examination, they will become educational trainees of the state and they start to receive salary from the government. In the second year, educational students have to learn in the same time two models of theoretical knowledge at the Institutional University of Teacher Training (IUFM) and practical knowledge at high schools where those trainees will work as instructors or teachers in their specialized subjects. During that progress, the vocational training is linked to theoretical analysis of teaching theory (didactic), pedagogy, specialization, and epistemology. These analyzes will ensure the reciprocal relationship between reality and training conducted by instructors in high schools, teachers of the Institutional University of Teacher Training - IUFM, researchers on education, lecturers in universities.

- Regarding pedagogical internship, the experience and the analysis obtained from the internship process allow students to "learn" the way to become teacher, a passionate but very difficult profession. According to the Training Program at IUFM, from the first academic year, students had to conduct internship via observations in high schools. From the second academic year, those trainees (of high schools) have to teach eight teaching hours per week, while future teachers in primary school work one day per

week. They have to involve into two duration of internship, which lasts three weeks totally. For example at the IUFM Bordeaux-Aquitaine, second year internships for high-school teachers include: an short-observing under the guidance of the IUFM teachers in two weeks (48 hours); two pedagogical internships for 3 weeks (144 hours); an all-year internship course (8 teaching hours per week) which lasts thirty weeks (240 hours). Totally, students have to experience 432 hours of pedagogical internships². The duration for training teachers (state-trainees) after passing the entrance exam in the second year was around 800 to 1000 hours. The internship in high schools allows a reciprocal link between practice (during the internship) and theory (considering real educational problems from a theoretical perspective, for example the way to teach successfully in a specific lesson). The second academic year students only become official teachers after their internships' results are satisfactory³.

- Regarding social issues: the IUFM's teacher examination (in the second year of the program) allows underprivileged students to get a stable career from the second year at IUFM. Moreover, after passing the entrance test, students voluntarily "committe" to becoming a public servant and in return their study is supported with the state's basic salary. This is also one of reason to attract graduated students (who have a bachelor's degree) to become state teachers.

² In Vietnam, the 3rd year students study for four weeks and the 4th year learn for six weeks. The total number of pedagogical internships is 10 weeks.

³ The Department of International Relationship at the Institution University of Teacher Training of France also facilitates students with the need and ability to practice abroad. This type of internship allows students to complete specialized teaching methods thanks to access, comparison of different educational systems, also internship abroad is a promising start in international cultural- education exchange.

- A noticeable issue in the Program of Teacher Training of France is that the training contents are accessed from the view of approaching students' capacity. Competence is the knowledge of action in different situations, the individuals' ability to achieve results in given conditions. Competence is also a combination of knowledge, skills and adaptive behaviors adapting to the life, and it is a combination with personally unique. According to Wittorski, R, "*The Competence corresponds to the mobilization of knowledge combined in action in a particular way according to the conceptual framework built by the subject of the situation*" [2]. The Competence of an individual is characterized by three perspectives:

- Understanding students' own resources and the ability to exploit those sources.
- Analyzing reality in order to implement professional job effectively.
- Combining and mobilizing students' inside resources with outside factors.

Accordingly, competence must always be associated with action in the specific situation and a combination of personal resources to solve problems in a professional situation successfully.

Regarding teachers' competence, Weissberg P and Maiple F state that "each content relating specific teaching subjects improve students' perspectives of pedagogy, career, pedagogical internship to provide students with scientific equipment under forms of specialized content and epistemology. The process of integrated training between scientific, pedagogical and professional purposes is determined through ten aspects introduced in teachers' competencies" [2]. The groups of outcome competency standards towards the second academic year students at the Institution University of Teacher Training of France are:

Competence 1: Behaving acceptable under the regulations of public officials in a moral and responsible manner.

Competence 2: Being master in French in teaching and communicating.

Competence 3: Being master in specialized knowledge and good cultural knowledge.

Competence 4: Designing and organizing students' own teaching work.

Competence 5: Organizing and controlling the classroom.

Competence 6: Focusing on the abundance of learners.

Competence 7: Assessing students.

Competence 8: Being master in information and communication technologies.

Competence 9: Working with team and cooperating with students' parents and schools' partners.

Competence 10: Self-training and innovating [2].

In the official documents of the French Ministry of Education, each of these competences is specifically stated according to the general structure of competence, knowledge competence and corresponding capabilities. The development of competencies is followed by an alternate training process where professional internships are connected between educational pedagogy and professional knowledge.

As a specific profession, teachers in the Republic of France always receive the right attention from leaders and respectful attitude of society with a high preferential policy, not only training human resources in the country but also attracts gray matter from countries around the world to create leverage for people to develop the nation.

The history pedagogical training program includes the following contents: consolidating and reviewing knowledge of world history, French history, cultural history...; teaching theory and method of teaching subjects; train

and develop pedagogical competencies in general theory and practice; Pedagogical practice. These contents are in a unified and mutually related relationship, which is clearly shown in the objectives, training programs, training methods, pedagogical output standards, recruitment process... In which: subject teaching methods History and development of pedagogical competence are two issues that are paid attention throughout, giving significant time for students to study and practice.

The process of training and hiring teachers in general and history teachers in France in particular is very rigorous, coherent and objective through many stages and levels ranging from career orientation to five years in the lecture hall. Undergoing tough teacher selection exams and a year of apprenticeship; they are officially employed in the education sector. History teachers in the Republic of France have a firm grasp of professional qualifications, a sense of responsibility for work and learners, are trained and developed pedagogical skills, always uphold the ability to self-study and innovate, catching up with the general development trend of modern teaching theory...[3].

2.2. The current model of teacher training in Vietnam

In Vietnam, there are two models of teacher training:

Firstly, Vietnam's traditional model of teacher training of pedagogical universities or colleges or small departments in those universities such as Hanoi National University of Education, Ho Chi Minh City University of Education, Thai Nguyen University of Education. Vietnamese scientists and educators in Vietnam believe that the current teacher training in Vietnam is a traditional model. There are many reasons leading to the stagnation in the model of teacher training, in which the main problem is that there is no satisfactory interest in

clarifying fundamental knowledge of teaching profession. The current teacher training program pedagogical universities is mostly depended on the framework program issued by the Ministry of Education and Training. Under this framework program, the pedagogical knowledge accounts for only 15-20 percent of the total training duration. Clearly, the fundamental idea of this framework program is belonged to the pre-professional stage,... is contradictory with the new thinking in developing and promulgating teachers' professional standards [4].

Therefore, the framework program of the Ministry of Education and Training is a barrier for training universities in designing a flexible program to meet and demand the requirements of professionalizing teachers.

The second model of teacher training in Vietnam appeared recently as learners already have a bachelor's degree in different subjects and then learn only short-courses to become teacher such as the case of University of Education – Vietnam National University, Hanoi. The appearance of University of Education has shown the necessity of changing and adapting flexible in Vietnamese teacher training. Vietnam has initially approached new models of teacher training in the world. Unlike the four-year type of training as most recent pedagogical universities, at University of Education, model three (or four) years adds one point five years is being performed effectively to train teachers in basic science to serve the demand of high schools. The advantage of this model is that it can provide high schools with teachers having professional knowledge as they already gained that knowledge during three or four years of universities. However, this model is not suitable for those subjects which requires more pedagogical skills such as teachers in preschools, primary schools, teachers specializing in children with disabilities, teachers working in educational

field. The new model cannot serve the above specific subjects.

In fact, each of the above model has its advantages and disadvantages in training teachers. That maintaining together these two models will create a diversity of training methods, support teachers in developing professional and pedagogical competencies, and offer more choices for learners to become teachers and keep up with the general trend of higher education in the world.

In general, training teachers in Vietnam in recent years has gained relative achievements such as the expansion of scale and diversity in training models; the increasing improvement of facilities. Pedagogical universities have contributed to help Vietnamese education to achieve notable achievements in comparing with other countries.

However, there have been many limitations in training teachers in Vietnam in comparison with the actual requirements, especially the basic requirements of comprehensive innovation of the Ministry of Education and Training. The number of institutions for teacher training are outnumbered in comparing with the social demand. The weakness of the Vietnamese program of teacher training is the lack of close connection between training in universities and the educational fact in high schools. Therefore, that researching the teacher training models of developed countries in the world and evaluating the current model of teacher training in Vietnam is so important. Based on that, the article will propose a suitable model of teacher training in Vietnam.

At present, there are 133 teacher training and retraining institutions nationwide, including about 20 schools and pedagogy departments to train high school history teachers. For many years, from the oldest schools and training faculties such as Hanoi Pedagogical University, Vinh University, Thai Nguyen University of Pedagogy to schools and faculties born after the liberation of the South

such as Ho Chi Minh University Ho Chi Minh City, Can Tho University, Hue Pedagogical University, Quy Nhon Pedagogical University and recent newly established schools and faculties such as An Giang University, Dong Thap University ... have trained for High school tens of thousands of history teachers. Along with the ups and downs of the pedagogy, sometimes the enrollment and training of history teachers faced many difficulties, sometimes (about 7 to 10 years ago) the entry point in history was very high, some years score higher than other C grade admission.

Among the many reasons limiting the capacity of the current history teachers are not because of teacher training in schools and pedagogy departments. It can be summarized some shortcomings in the work of training historical teachers at the majority of schools and faculties as follows: The quality of enrollment is lower and lower; the training program is unbalanced and reasonable, the training is unrealistic. Due to the limited budget for training, the organization of students going on field trips to students of history courses is still limited. For most of the 4-year training period, students only get to go to the field once and for some, some departments go to the field twice, but the distance of travel is only in the area, there are few conditions to go far; Less practice time... [5].

In fact, the training work of history teachers shows that our country needs to have orientations and solutions to improve the quality of history teachers in high schools, to meet the requirements of fundamental innovation in the context of international integration.

2.3. Abilities to apply the French Republic's educational experience in Vietnam

Regarding teacher-training model, there should be two parallel models namely traditional training model and teacher-training model for those who have graduated from a

university (modern model). The traditional teacher-training model is suitable for the training teachers for preschools and primary schools because those specific subjects require the learning process from the first academic year. Modern teacher training model is more suitable for the training of teachers in high schools. Educational universities firstly train students in basic science and then provide them a short-course of one or one point five years for pedagogical certificate and skills. The advantages of this model are that it can demand of requirement of graduated students to have teachers with professional knowledge and therefore reduce students' expense in studying.

Content and teacher training program in Vietnam is still heavy in theory and knowledge content but not approach the competence of learners yet. As a result, that program has not served the real requirement of high schools. The new concept of an advanced education is *"not to focus on helping learners acquire scientific knowledge but to help them realize their intellectual abilities to find out the best solutions for their and social problems suitably and intellectually with learners' capacities"* [6]. We also realize that students in the current pedagogical universities are not equipped with knowledge of self-study and the way to organize their self-study. If teachers do not know how to study by themselves, they cannot be "lifelong learners" as stated in the UNESCO's four pillars of education in the twenty-first century. Recently, all people have necessary conditions for self-learning. Therefore, if educational students have no capacity of self-study or be weak in skills of organizing students to self-study, they have no choice to work as instructors or teachers in the twenty-first century. The character of the learning process is the cognitive process, collecting and transferring from scientific knowledge of many human generations to students' own knowledge. Rather than telling

or presenting the whole content of the subjects, teachers thus play a vital role of guiding and organizing students to self-study. As a result, learning is always self-studying. The Resolution of the Second Central Committee of the Communist Party of Vietnam (VIII) clearly stated, *"The educational and training methods need to be innovated to avoid the way of transferring knowledge in one-way and to create and practice learners' creative thinking. Gradually applying advanced and modern methods into the training process to ensure necessary conditions and duration for learners' self-studying, self-researching, especially towards graduate students; and to improve the self-study and training movement regularly and widely in the society, especially with young people"* [7].

Thus, training and raising capacity of self-studying is a basic requirement for students in universities. Due to the character and requirements of the studying in universities, students' self-studying is meaningful and plays a significant role in the training process and be closely related to other forms of learning process.

Lenin said that *"If people do not give themselves a certain effort, they cannot find the truth in any serious matter and people who is afraid of wasting their attempts will lose the ability to discover the truth"* [8]. Therefore, self-studying is an important factor to practice and promote learners' creative thinking. However, self-studying must be maintained regularly with a suitable plan to demand the increasingly advanced level of students. Students' self-effort is therefore considered as an essential and important factor in developing their capacity of self-studying and forming their personality.

Therefore, based on acquiring content of the teacher-training program of France and other countries with advanced education in the world, we propose some following measures:

+ Training content should be focused on developing teachers' competencies. Teachers need to have skills of self-studying and self-researching. They also need to have skills of using information technology and cooperation in training process and of course self-aggressing social and educational problems.

+ Changing and revising the training program to suit the model of teachers as the requirement of real education; improving the practicality of the program as well as the effectiveness of training; Making training program at the pedagogical universities closer with the teaching programs in high schools. The content and training program must be appropriate according to the content orientation, the textbook program of high schools, which is also according to the new model of teachers in real education; Completing the training program to determine truly the relationship between professional and vocational trainings at the same time to serve the combining target of Vietnamese education; Dealing with the relationship between learning with practicing; Innovating the content and training program of the subject of Teaching Methodology to meet the content and program of textbook in high schools.

- About pedagogical internships and pedagogical skills: In developed countries, including the French Republic, students get paid as they participate in internships. Vietnam cannot perform this policy yet but at the Departments of Education and Training in different provinces, especially where universities are located needs to create conditions for pedagogical students to participate in teaching and educating. For example, the Departments of Education and Training always informs on the website about receiving pedagogical internships. Pedagogical universities should only create guidelines for assessing students. Students will contact by themselves for internships. Currently, some universities are conducting this model and

therefore, the students' internship is not only the pedagogical universities' concern. Moreover, it is necessary to increase the program duration of training pedagogical skills and pedagogical internships.

3. Conclusion

In conclusion, teachers play a particularly important role in the innovation of education and training, because they directly implement the innovation process. If teachers lack the competence to perform those tasks, they will become an obstacle to the innovation. Meanwhile, training teachers who meets the standards of quality and quantity in all subjects and levels of educations is a difficult task which takes place in many years. Therefore, reforming the pedagogical system to find a suitable and high-quality teacher-training model is a very important task and should be considered a prerequisite, needing to apply immediately to prepare for Vietnamese basic and comprehensive innovation of education and training. The study of teacher training model of the French Republic, a country with developed education and succeeded in innovation of teacher educating and training, is therefore to serve the above purpose.

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