

# The management of pedagogical practice in teacher training in Vietnam: A practical study at Can Tho University

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## **Abstract**

*Pedagogical practice is very important in teacher training at Can Tho University to train and improve professional capacity for pedagogical students. Therefore, effective management of pedagogical internships is one of the solutions to improve the quality of internships in particular and the quality of training in general for teacher training. At Can Tho University, pedagogical internship management is regularly improved to suit the credit system and social practices. During the implementation of pedagogical internship management, problems arose that required evaluation and remedial measures. This contributes to adjusting product information activities more reasonably and effectively.*

*This article was conducted using educational scientific research methods, combining field investigation and document processing to analyze the current status of pedagogical internship management activities at Can Tho University. The results of the research aim to improve the quality of management of pedagogical internship activities and improve the quality of teacher training at Can Tho University.*

**Keywords:** management, pedagogical internship, pedagogical students, school of education, Can Tho University

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## **I. INTRODUCTION**

Pedagogical practice is both a meaningful practical activity and a mandatory course for pedagogical students to actively apply professional knowledge to form basic pedagogical skills. This is also an opportunity for the School of Education to evaluate training results independently from society. Therefore, the results of pedagogical internships of pedagogical students at Can Tho University have so far contributed to reflecting positive signals about the quality of teacher training. However, in the face of regular innovation in general education, pedagogical internship activities in each major still have many issues that need attention. These issues are like unknowns of practical problems posed to educational management that require research and satisfactory answers to improve the quality of training for pedagogical students today.

## **II. LITERATURE REVIEW**

Research on pedagogical internship management has been approached by authors such as: Romm & Kosinski (2010) conducted research at Brandeis University in the United States to confirm the role of internships for students. Teaching assistants are students of this school. Research results show that teaching internships help students become more motivated to pursue the teaching profession. During their teaching assistantship, these students practice with previously acquired teaching methods. Through practice, they clearly see the responsibilities of a teacher as well as gain more motivation and passion for their work.

The research articles of De Mora & Wood (2014) study issues including the practical basis in the process of implementing pedagogical internships and pedagogical internship models. In it, the author emphasizes the necessity of internship activities for pedagogical students, especially a part about the reality of training pedagogical students in Vietnam. Besides, this document shows that pedagogical practice is a true reflection of the relationship between theory and practice in developing pedagogical training activities. These research articles also present experiences in developing professional capacity for pedagogical students in Portugal, Australia, Malaysia... Furthermore, the authors also present specific models in their work. Developing professional capacity for students majoring in Education. The two authors note the practical needs of applying information technology in managing pedagogical internships in the new era.

King & Sweitzer (2014) emphasize the issue of effective learning practices through the internship process. The research of these two scientists considers pedagogical practice as an essential component of learning models, especially experiential learning. The research results have outlined a model for pedagogical internship activities, which emphasizes two factors including what the learner has achieved, and what principles need to be built after the internship. Specifically, the study emphasizes which areas of knowledge are developed for learners during the internship, how long these are developed, and the need for an integrated approach to get the expected internship results. In addition, research shows that learners' own reflection on their experiences and adjustments after the experience is very important.

Yu (2018) pointed out that university training through theory still does not meet the professional standards needs of pedagogical students. In particular, Yu's research found that pedagogical practice is one of the essential tools to help learners perfect their teaching capacity. In particular, research results have shown that internships support pedagogical students in an effective psychosocial adaptation process to the career they choose. At the same time, internships help students make their own decisions about whether or not to pursue a teaching career.

Van Ginkel, Oolbekkink & Meijer (2019) emphasize the significance of professional practice. The authors believe that professional practice activities not only help pedagogical students demonstrate the knowledge they gain through practice activities but also support them in forming dialectical arguments about the relationship relationship between theory and practice. In this study, the authors emphasize that students themselves reflect on their knowledge through effective practice. The achieved results have shown that pedagogical learners change and improve themselves, gradually meeting the requirements of the profession. Although the study does not directly address the issue of pedagogical internship, it can be seen that professional practice is the main activity of internship for teacher training students.

### III. RESULT AND DISCUSSION

#### 3.1. Pedagogical internship management process of pedagogical students at Can Tho University

From 2015 to 2022, the management of pedagogical internship activities will be mainly organized in the form of having a delegation guide (lecturers from Can Tho University) as the delegation leader who will accompany and take charge of the delegation. Liaise with local high schools and directly organize activities for teachers, at the same time answer and support students on teaching during their pedagogical practice. Following the above process has the advantage that the organization of pedagogical internships takes place according to the prescribed plan and targets. However, this model is somewhat limited in that everything happens according to plan and rigidly. Pedagogical practice depends on the teacher at the pedagogical school. Students are passive, unable to develop their own and the school's creative abilities. Lecturers are group leaders because of their work, so they do not pay much attention to this work, so in many cases, they cannot support students.

From 2022 to present: Can Tho University has innovated pedagogical practice methods and processes. With this new process, students will directly participate in official pedagogical internships in high schools. Each group of interns will have 01 group leader without an accompanying lecturer. Depending on the assigned tasks, students will work directly with instructors, everything is done according to pedagogical practice guidance documents. During the pedagogical internship process, students practice pedagogy at the “professional practice” level to become real teachers. At this time, they both have professional qualities and capabilities, and at the same time actively seek jobs and prepare for recruitment as public employees when they graduate.

The results of students' pedagogical internships in the 2021-2022 and 2022-2023 school years are shown in the table below:

**Table 1: Statistics of students' pedagogical practice results**

Course	Quantity student	overall ranking results for school year 2021-2022							
		A	B+	B	C+	C	D+	D	F
44	243	229	11	3					
<i>ratio %</i>		<b>94.20%</b>	<b>4.6%</b>	<b>1,2</b>					
Course	Quantity student	overall ranking results for school year 2022-2023							
		A	B+	B	C+	C	D+	D	F
45	230	221	6	2	0	0	0	0	1

ratio %	95.65%	2.6%	1.3%					0.43%
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Source: School of Education, Can Tho University

Based on the results of pedagogical practice, it shows that the percentage of A scores is high at over 90% and the remaining scores are relatively low at less than 5%. In particular, the 2021-2022 school year: 229 students achieved an A grade, accounting for 94.2%, and no F grade. In contrast, the 2022-2023 school year: although the number of students achieving internship results was high at 95, 65% scored A (221 students) but 0.43% of the students' internship results had an F grade. This result is due to students dropping out and does not affect the overall results.

### 3.2. Comments on Pedagogical Internship at the School of Education - Can Tho University

#### *Advantage*

Adjusting the training program for major students towards a practical approach, in which the Pedagogical Internship module has 3 credits but the Pedagogical Internship duration remains the same 8 weeks of study. This is the flexibility in designing training programs to increase credits for professional courses to prepare students with better knowledge and skills before going to practice pedagogy in high school. The organization of pedagogical internships is carefully prepared from planning to surveying pedagogical internship locations, so students can promote the spirit of independence, autonomy and creativity in learning. At the same time, this also helps save costs and time for students and lecturers. High schools for pedagogical practice are located near Can Tho University or the students' hometowns, so it is very convenient for them.

The content of pedagogical practice is a synthesis of specialized knowledge, skills and educational science designed in theory and practice for students to practice fluently. The content of Pedagogical Practice also helps students evaluate and self-assess their learning abilities and career awareness to become more and more perfect. Although the number of credits and duration of pedagogical internship is not much, the evaluation work is always focused, using the evaluation standards for pedagogical internship issued by the Ministry of Education and Training of Vietnam as the basis along with the standards set by the university. requirements to ensure training quality. Students are guided and evaluated by a team of teachers with professional capacity, pedagogical experience and a sense of professional responsibility. In addition, the assessment and self-assessment of the Pedagogical Internship group also helps students become more deeply aware of their own abilities and self-adjustment for personal improvement after the Pedagogical Internship process.

The results of the pedagogical internship in the two school years 2021-2022 and 2022-2023 show that most students' learning abilities have improved significantly. This is a result that recognizes the efforts of students in studying and practicing their profession, thereby also reflecting the professionalism in teacher training of Can Tho University.

#### *Disadvantages*

The training program for students following the credit system has had new improvements, but there are still shortcomings in some points such as the uneven distribution between the body of professional knowledge and pedagogical skills, the ratio between theory and practice is still skewed... affects the quality of pedagogical student training.

The strategy for organizing pedagogical internships still lacks synchronous coordination between universities and high schools: pedagogical internships focus on assigning student assessment to high schools, which has led to a number of systems. The problem seems to be subjective and many instructors are not really dedicated.

The results of pedagogical practice only show the ranking of scores and do not differentiate students' abilities because the pedagogical practice time is too little for instructors to evaluate the students' training process. The process of evaluating pedagogical practice is not objective enough when there is limited information from student opinions. The regular assessment coordination between high schools and universities in assessing student pedagogical capacity is not high. Investment funds for pedagogical practice are very limited, so the level of support for teachers in high schools is not satisfactory. This leads to many teachers not being enthusiastic in guiding pedagogical practice.

### 3.3. Some suggestions for solutions

For the purpose of improving the quality of teacher training, we propose a number of recommendations for reference to improve the quality of pedagogical practice in the future:

It is necessary to refer to the teacher training programs of domestic and foreign universities to build pedagogical students at Can Tho University, whereby specialized scientific knowledge with a duration of 2 to 3 years will be provided by The Faculty of Social Sciences & Humanities, the Faculty of Natural Sciences, the

Faculty of Political Sciences are in charge... The School of Education will undertake pedagogical knowledge for about 1 year.

Pedagogical internship activities need to be designed in a streamlined direction, especially exploiting the role of general education at Can Tho University. The quality of student assessment and grading results in pedagogical practice is not only about grading lessons but also has the meaning of differentiating students' pedagogical capacity, helping to classify students into different levels. Therefore, evaluating and grading pedagogical training will ensure scientific, accurate, fair and objective requirements based on coordination between training institutions and high schools. The results of pedagogical practice that differentiate competencies are a reliable source of scientific data to serve increasingly better research and training.

Funding to support this work needs to be invested more reasonably and effectively, spending on training for teachers in high schools in accordance with the teachers' efforts and abilities, so that they can focus their time and enthusiasm. for training support with student training facilities. Because the budget is limited, the school provides support and students contribute to improve funding for pedagogical practice.

#### **IV. CONCLUSION**

Managing pedagogical practice activities is one of the important contents of the process of training students in the pedagogical major at Can Tho University for many years. In the face of the continuous development of modern society, the management of pedagogical information activities is constantly improved in a streamlined and efficient direction while ensuring improved work quality. However, in reality, when implementing management activities, there are still many inadequacies that arise during the implementation process that affect the quality of student training. The advantages of new pedagogical training activity management models have helped students proactively promote their career potential in pedagogical support activities. However, some limitations also require timely overcoming to avoid unwanted consequences for the educational career. Improving and enhancing the quality of pedagogical information requires synchronous and close coordination between Can Tho University and high schools. The role of self-study and self-training of students is indispensable. After all, innovating the form and content of pedagogical practice management is an inevitable requirement of the pedagogical training and support process. To continuously improve the quality of training students in the pedagogical major at Can Tho University. At the same time, this improvement process also contributes to the cause of fundamental and comprehensive innovation in education in the future.

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