

**MANAGING ACTIVITIES OF TEACHING AND LEARNING THE SPECIALIZED
SUBJECTS IN THE VOCATIONAL SCHOOLS IN VIETNAM UNDER THE
MINISTRY OF INDUSTRY AND TRADE**

**A Dissertation Presented to
the Faculty of the Graduate School
Southern Luzon State University, Lucban, Quezon, Philippines
in Collaboration with
Thai Nguyen University, Socialist Republic of Vietnam**

**In Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy in Educational Management**

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April 2014

APPROVAL SHEET

In partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Management, this research study entitled “**Managing activities of teaching and learning the specialized subjects in the vocational schools in Vietnam under the Ministry of Industry and Trade**” has been submitted by Nguyen Thien Nam (JOHN), and is hereby recommended for oral examination.

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ACKNOWLEDGMENT

I could have never completed this work without contributions from various people and institutions, great respect and gratitude to whom I endlessly owe. The first and foremost, I would like to thank Professor Apolonia A. Espinosa, my advisor, for her invaluable thoughts, insightful suggestions and useful guidance throughout the thesis works. My sincere appreciation also goes to the committee members for their propositions, valuable comments, and constructive suggestions, which were of substantial value to this study.

I would like to acknowledge faithfully professors of South Luzon State University (SLSU) and Thai Nguyen University (TNU) for their insightful lectures in different subjects that provide me knowledge and technique to develop a good research.

My sincere thanks are also extended to my friends for their meaningful discussion, hospitality and friendship.

Finally, my greatest debt is owed to my own, personal source of inspiration - my parents, my wife and children, for their immense love, loyalty, determination and perseverance even during the most difficult times. Without them nothing would have been possible.

Nguyen Thien Nam

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ABSTRACT

Viet Nam is aiming to become an industrialized country by 2020. Technical and vocational education and training (TVET) is central to this aspiration: the demand for skilled workers is increasing steadily as the country's economy continues to grow and it aims to be competitive both regionally and globally. The Government of Viet Nam has, therefore, put vocational skills training and boosting employment at the heart of its development goals. The Government also wants to promote the expansion of vocational education and training provision and improvements in the quality and needs-based focus of training.

To achieve the objectives set by the Government with the training, the Ministry of Trade and Industry has directed the vocational schools need to have positive innovation in management the quality of teaching and learning, especially in specialized subjects. This Dissertation aimed to propose the management measures the activities of teaching-learning the specialized subjects to improve the quality of these activities in vocational schools under MOIT.

Based on previous research, the Dissertation discusses about the theoretical framework of education management. Then, examine four (4) typical vocational schools under the Ministry of Industry and Trade. This research focuses on five elements of education management: curriculum, learner, faculty member, technical facilities and labor market. Finally, recommendations are suggested to the Ministry of Education and Training, Ministry of the Interior, Ministry of Industry and Trade and vocation schools in order to implement better the work of education management in the vocational schools under the MOIT.

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CHAPTER 1

INTRODUCTION

Teaching is one of the communicate activity with the social aspect. The subject of the teaching activity is teachers and for studying are students. The two activities are not opposites but always parallel existence and development of a unified process together towards the common goals.

According to Tran Ba Hoanh (2006), teaching activity refers to imparting knowledge, organizing, directing, controlling and dominating the operating instructions of the learned knowledge. Teachers guided tasks, accompany with the learners on the path of occupied by knowledge in the program prescribed pedagogy, creating a cohesive between teachers and learners.

Learning is a cognitive activity under the influence of the teacher with the positive efforts of the students. Learning activity is not only the repeat lessons, but also renewable for yourself, creative thinking, and control who can use the knowledge in the process of absorbing the new knowledge. Through learning, students know how to use and control knowledge in order to build their own personality to be able to adapt to the social requirements.

As mentioned by Seymour (2003), the goal of teaching is associated with the purpose of the lesson and the course. The goal of teaching is to equip the learners with knowledge - skills - attitudes and values. Specific purposes of the course provide specific requirements for the teachers and, which is the direct target is calculated based on the specific characteristics of the subjects and the student. The purpose of teaching is gained by implementation of objective of the lessons and the courses.

Teaching and learning in the unique system is the main activities of the school and

all the school's activities are focused on that. Teaching operations management system is intended impact in order to achieve teaching objectives. In the schools, teaching operations management is to manage the labor process of teacher and learning activities, self-education of students takes place in the teaching process. In order to gain the teaching-learning activities effectively, the leaders board need to identify the objects, contents and methods of teaching-learning process.

In order to meet the demand for the vocational schools, Ministry of Industry and Trade (MOIT) has had education strategy plan for the vocational schools under the MOIT. One of the key requirements is to innovate the management activities of teaching and learning the specialized subjects to improve the education quality.

BACKGROUND OF THE STUDY

Since 1999, Vietnam's education has changed significantly with the support of Vietnamese government's Renovation policy that promoted the open door to the open market and international collaboration and partnership. The general education system is highly centralized as the Ministry of Education and Training (MOET) oversees its nationwide curriculum, teaching standards and teacher development for the public education. The MOET also has critical influence on the private general education in terms of curriculum and teaching standards.

As mentioned by Vietnamese Government (2001), the MOET specifies that the purpose of general education is to link content to the realities of life and gears learning toward the appropriate psycho-physiological characteristics and needs of the students. With the goal of providing a basic, but comprehensive education, the MOET requires that methodologies of instruction nurture the student's discipline for self-study and ability to collaborate and work in teams. By helping students apply learned knowledge into practice,