

INPUT FOR DISCUSSION: TEACHER BEHAVIOR AS A TASK OF TEACHER TRAINING CONSIDERING THE EDUCATIONAL REFORMS

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ABSTRACT

This article discusses and combines some ideas of the article “Some issues of concern for students who have average and weak grades on chemistry” of Nguyen, Trinh and the article “Preparing teachers for current chemistry education innovation in secondary schools in Vietnam” of Dao. Both articles show in different ways in how far education reforms are needed in Vietnam and in how far awareness and thinking changes are necessary in the current teacher training.

Keywords: teacher behavior, teacher training, didactics of chemistry, educational reformation.

TÓM TẮT

Tư liệu thảo luận: Từ việc xem xét các hoạt động cải cách giáo dục cho thấy hành vi giáo viên là một nhiệm vụ trong đào tạo giáo viên

Bài viết đề cập và kết nối các quan điểm của hai bài báo “Một số vấn đề cần quan tâm đối với học sinh trung bình, yếu môn Hóa học” của tác giả Trịnh, Nguyễn và “Chuẩn bị cho giáo viên trước đổi mới giáo dục Hóa học trung học hiện nay tại Việt Nam” của tác giả Đào Thị Hoàng Hoa. Theo những cách khác nhau, hai bài báo cho thấy sự cần thiết của đổi mới giáo dục ở Việt Nam; và sự cần thiết của việc thay đổi nhận thức và tư duy trong đào tạo giáo viên hiện nay.

Từ khóa: giáo dục hóa học, đào tạo giáo viên, phương pháp dạy học hóa học.

The article “Preparing teachers for current chemistry education innovation in secondary schools in Vietnam” from Dao Thi Hoang Hoa and the article “Some issues of concern for students who have average and weak grades on chemistry” from Trinh Van Bieu and Nguyen Thi Ngoc Tuyen show different perspectives but touch the same problems. The two article complement each other and we see them as two sides of a coin. We completely agree with the basic messages of both articles. Both claim for pupil’s right of understanding chemistry and they reveal that “good marks” can also be reached by weak chemistry pupils, if the teacher behavior gets more pupil orientated. Understanding of chemistry is social duty, imperative and it is necessary, when

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- environment/daily life need to be regarded, experienced, interpreted from a chemical view,
- customers/citizens need to communicate and to secure a standpoint,
- connections between society, nature, technology need to be evaluated.

Trinh/Nguyen show the meaning of teacher behavior and the necessity of a change (*[...] người dạy là [...] nguyên nhân có ý nghĩa quyết định [...], p.186*) with findings concerning factors influencing average and weak chemistry pupils. Without concretization the results point out the weaknesses of teachers in methodical and pedagogical skills. In how far other boundary conditions have an effect in detail (e.g. on teacher) Trinh/Nguyen illustrate just rudimentary with the problematical tunnel vision on achievements in Vietnam (*Bệnh thành tích của giáo dục, p.183*) or the Vietnamese school conditions. In general both articles highlight the importance of the “bottom-up” perspective for the reforms, which is the reforms must be based on teacher behavior. Only “top-down” (MOET) reforms won’t be (*bình mới rượu cũ, p.127*).

Dao concretizes aspects for a more effective and good teacher behavior: respecting pupil’s needs, problems, attitudes and evaluating personal skills of pupils. She remarks that this should be also considered in teacher training. Pupils will profit by this, because pupil’s possibilities will be used and therefore it will be possible to differentiate. Experiences and mindsets of pupils will be the starting point of all learning efforts. That could increase the popularity of chemistry teaching and chemistry teacher and it could also increase the learning performance of pupils. Both factors correlate: positive attitudes are enhancing performances.

Both “Sides” are important in order to change chemistry teaching in Vietnam. Pedagogically orientated teacher behavior in the meaning of Dao also assures further positive effects like popularity, interests, attitudes, for learning and understanding. Scientific literacy as a goal of chemistry teaching should be focused and factors influencing pupil’s learning performance must be reflected in the meaning of Trinh/Nguyen. Such an awareness for teacher behavior could initiate a sustainable change for boundary conditions, mindsets and beliefs. As a consequence school would be more accepted in society and more successful, like signified above. Therefore we see the article of Trinh/Nguyen as a constructive input, although “good marks” could be understood just as a qualification or achievement in a behavioristic meaning. Marks or rewards for achievement are focused much more than the intrinsic enthusiasm for the subject.

The quintessence of both articles: Teacher behavior must create trust by the learners and must apply communication. These are basic aspects of commercial strategies in order to improve the image. These understanding processes can initiate a learning psychological perspective of chemistry teaching. Dao stresses this as an

important aspect for the educational reforms (*Đánh giá quá trình*, p.127). Just like Trinh/Nguyen, Dao also reflects social factors and conditions.

From our subjective foreign view both articles are important for the reforms. Pupil competences (or “better” marks) require teacher competences, which helps to make the pupil competent. It would be urgent for Vietnam that teacher training reflects the “top-down” as well as the “bottom-up” perspective. For a successful and sustainable reformation it is not done by providing students versatile teaching methods that doesn’t regard real conditions, pupil’s interests, attitudes, wishes, skills and possibilities. Future teachers need to be prepared for the reality of schools and the practice of teaching. With this philosophy teachers should be trained in order to imply renovation and innovation of teacher training into daily life. Therefore they need time and possibilities to get an awareness of their teacher behavior and reflect their attitude towards teaching like Dao reveals. If teacher training in Vietnam can adapt this it would be a great step towards successful educational reformation.

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