Future Training Model for High-Quality Fine Arts Teachers in Vietnam

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Education total innovations in Vietnam created many demands for teachers in general and fine art teachers in particular. Therefore, developing model for fine art teachers is necessary and urgent work. Through collecting related documents of Vietnam Ministry of Education and personal experience in fine art teacher training, the author introduces the model in which students' enrollment, training, fostering, using, evaluating, and making policy are elements for this model. Also, these elements have effects on one another. This model can be applied to training fine art teachers in Hanoi National University of Education in Vietnam, and it is also a reference for other universities.

Keywords: education, high-quality fine art teacher, training program, teacher training model

Introduction

In the first decades of the 21st century, Vietnam requires a new, modern, and suitable education system for its rapid renovation and development. The renovation of Vietnamese education system started with secondary education and is currently focusing on higher education. In order to train new teachers who have good skills, e.g., independent thinking and creativity, and meet the requirements of a new education system, colleges/universities of teacher training must be changed deeply and comprehensively.

In recent years, colleges/university of fine arts teacher training and universities which have fine arts teacher training programs have been and is being changed and improved. However, the improvements are still insignificant in the wide view of traditional education system. The fine arts teacher training in the universities is inadequate, making a low quality education of fine arts. Therefore, fundamental and comprehensive change of universities of teacher training and universities of fine arts teacher training by gradually building and deploying new educational model is very important and urgent. In this paper, we proposed an orientation for a high quality model of fine arts teacher training to solve the above problems and mark an important point in the perception and reality of Vietnamese education.

Orientation for Developing Model for High-Quality Fine Arts Teachers in Vietnam

The new model of fine arts teacher training proposed has three principle characteristics: (1) The fine arts teachers must be professional and capable of handling different situations for the benefit of learners and

professional ethics; (2) The teacher training must be an open system, e.g., open enrollment, open education, and open relations with schools and international integration; and (3) The teacher training is a continuous process in which the initial training, probation, in-service training, scientific research, etc., must be located in a close, complement-each-other relationship.

There are many different views, approaches, as well as various proposals of teacher training model in general and high quality teacher training model in particular. However, we must solve the problem of quality according to a certain process created by the interactive relationship between the elements affecting quality of teachers: Admissions --> Training --> Teaching --> Inspection --> Policy (Dinh, 2010).

Admission

Admission is an important factor affecting quality of teacher. This is the stage of selecting “input source”. Training experiences and practices have confirmed that it will be difficult to have the high-quality outputs if the inputs are not good enough. On the other hand, each selected group will determine the training model in the universities of teacher training. Therefore, who will be selected? how to select? criteria of selection?, etc., are issues that required more consideration (Dinh, 2010). There are some following solutions:

(1) Selection of input source must be based on test results of two specialized subjects of figure painting and composition/decoration plus a quiz test combined with interview and review of study results of candidates at high school. Interviews will help to check the knowledge and attitudes of candidates on basic fine arts and teaching career. It is necessary to select teacher candidates by testing some basic skills of the fine arts teaching profession, e.g., speaking, writing, drawing, communicating, and certain knowledge about social sciences and humanities. Those initial qualifications will be a decisive impetus for students studying in the universities as well as teaching in high schools. It is necessary to minimize the current situation in Vietnam that is the students’ job selection is not stable. This situation could be resulted from the uncertainty of employment opportunities and low remuneration (Dinh, 2010);

(2) In order to prepare good quantity and quality candidates for fine arts teacher training, solutions were proposed as following:

Universities should collaborate with high schools to ask them to monitor, encourage, and motivate gifted students to select fine arts teacher training courses by sending lecturers to high school to briefly introduce information about fine arts teacher training; or simply distribute the leaflets introducing details on the course, entry, and students’ rights at universities and after leaving universities, etc. This could be an effective model of remote training of candidates for fine arts teacher.

Currently, student candidates for fine arts teacher training mainly graduated from high schools. The examination of two specialized subjects of figure painting and composition/decoration is very difficult for these candidates because they are not taught fine arts in Grade 10, 11, and 12 of high school. Thus, in order to improve the unreasonableness, the subjects of fine arts for high school students must be improved and connected at all three levels of general education.

In addition to student candidates graduating from high school, enrollment can be applied for persons who have a bachelor’s degree of fine arts and desire to work/teach fine arts in high schools. These persons can be trained intensively in one year about teaching skills.

Training Program

Many models of teachers training have been applied all over the world, e.g., traditional training model, reformed training model, parallel training model, serial training model, etc., in which parallel training model and serial training model are two most popular models. Two different models lead to two different textures of programs. The parallel training model leads to complete program: Students will learn both specialized subjects and pedagogical subjects at the same time. However, serial training model performs two programs for two phases: Students will be taught basic science, the knowledge of subjects and disciplines at the first phase (two to three years); at the later phase (one to two years), students are trained educational knowledge and pedagogical skills. Each model has its advantages and disadvantages, and requires careful consideration for selection of a suitable model (Cao, 2010).

In Vietnam, each university or faculty of fine arts teacher training has its own training program. Despite many adjustments, the program content of fine arts training has not really met the requirements of the general education and society. Therefore, the Ministry of Education and Training (MOET) should study and review the entire contents of the current program to assess their strengths and weaknesses. On this basis, MOET will launch a framework program for fine arts teacher training. The new program's structure should adapt to the practical requirements of the general education. In the new training program, approach of content is replaced by approaches of capacity, improving application skills, and practice to ensure the implementation of the principle of "theory coupled with reality, study associated with practice" and meet learning standards and social needs. Innovation of training program content must ensure to be basic, comprehensive, practical, and modern, rebalancing duration of fine arts training and pedagogical training, increasing the duration and frequency of practice in the high schools as a good opportunity for students to have enough time to practice pedagogical skills. Integrated training program is being studied and applied at multiple levels of general education. Therefore, we must change the fine arts teacher training programs to suit practical needs.

Improving Teachers Capacity

Teachers are a core force to reach education purposes. Therefore, we need training high quality teacher for the sake of basic and total innovation in education, and we should consider this step to be the most important. It can be said that "Education quality firstly depends on quality of lecturers", which are very important factors. However, in Vietnam, there are still many lecturers with "monologue" teaching methods; they do not realize importance of learner centered methods.

The above teachers should pay more attention to improving and self-improving their teaching and studying capacities. There is a need in organizing seminar to help fine art teachers in methodology. Also, research centers need to be opened to apply and transfer technology for the sake of creative activities of the teachers.

Enhancing profession, training lessons, information, and teaching methods updating are prerequisites for every high school art teacher. Otherwise, if the teacher is resistant to innovations, advanced teaching methods, and foreign languages improvement, or ineffectively applies information technology in his teaching job, he will not be able to provide students with deep and up-to-date knowledge.

Training Methods

The present stumbling blocks in fine art teacher in training are:

Cramming with exceeding academic knowledge which does not go closely with teaching practice at high schools has accidentally put the teachers-to-be into the situations in which they hardly meet the education's practice.

The teacher's training school leaders' awareness and responsibility are not improved enough to pay attention to vocation training job, therefore, teaching methods have not been considered one of the two key aims of fundamental and pedagogical sciences in their whole curriculum.

There are many lecturers who are different to teaching proficiency; additionally, they do not enthusiastically dip into combining specializing knowledge with professionalism teaching.

The suggested solutions: Teachers' job must be the starting point in training methods innovation. The most crucial is the change in teaching thoughts, learning methods right at teacher's training schools. In the new teaching measures, learners are helped to form and improve their abilities, provided with skills with which they are able to put achieved knowledge into reality, e.g., "practice makes perfect". The teacher's view, thinking, and teaching methods must be reformed continuously; his knowledge must be updated non-stop; his wisdom should be upgraded. These assist him to answer the escalating demands of both the society and future generations. Developed countries' experience has shown that the duration of pedagogical methods subject can be shortened by combining specializing knowledge with methods teaching. As a result, the time for methods training is not only reduced but its training quality becomes better as well (Nguyen, 2010).

Reform in the mechanism, procedure of practice, teaching apprenticeship, field trips for fine art students: The training teaching proficiency task is now facing obstacles which are shown in the following contents: The time for this task is too short (less than 21%); teaching proficiency exercise is contemporary, not profound enough; the forms are monotone, hard, unattractive, consequently, and students do not become serious to these. It is resulted from various causes, yet, the major one turns out to be the training content and curriculum which are left behind the innovation needs at teacher's training schools.

The detailed measures: The pedagogical professionalism training should not only in two periods of teaching practice but the students have to train successively from their freshman year until graduation. This supplies them with changing reality at high schools (training should be the same as the medical schools'). Correspondingly, in order to equip fine art students with good teaching skills, education institutes need to increase the amount of teaching knowledge out of their credits (up to 25%–30% for practice and apprenticeship) apart from in-class theory. Thanks to this, students have more chance to approach to reality. Therefore, after graduation, students easily and sufficiently adapt to challenging demand of practice at high schools. In addition, the teaching methods apprenticeship should be refreshed by sending independent groups of two or three trainees to schools instead of a crowd as it is now. The sent groups must be put under remote inspection of the lecturers and direct instruction of the local teachers.

The future curriculum includes not only preparing lesson plans but also writing on boards, sketching, spelling mistake correcting, speaking publicly; making class tools and, finally, using the equipment; making concept checking questions; encountering the teaching situations, and so forth. Once, the students are trained with the above content, they are surely more independent at schools and to have better impressions on pupils that amuse them in each art class hour.

Fine art students should be provided with more on-the-job training: Thanks to practice, their proficiency is

enhanced as well as their adaptation to the future job. This helps student become more aware of their chosen job and more passionate in it. This is also a good chance for lecturers to catch up with the training need, therefore, the content, methods, and teaching aids will be perfected.

Providing the students with situation handling and cooperation skills: Reality matters which are reflected in the schools are sufficient enough for students to approach in their own way and at their ages. Problem solving at pedagogical schools through lessons ought to be regarded as that of real life. After graduation, students rapidly catch up with complicated and abundant reality.

Art students need issuing with cooperation skills right at schools via every single lecture and concrete task. Thence, in return, these undergraduates teach their pupils how to cooperate in their study and life. With the mentioned ideas, from our view, the most vital one is collaboration with colleagues skill. This skill is presented in communication, association, and problem solving. In order to gain the skills knowledge relating to communication, reaction, observation techniques, keeping the conversation going; cooperation and sharing spirit, hospitality, respect for colleagues should be taught. This assures the tasks productivity.

Providing students with teaching methods which help high school pupils gain appropriate learning methods: Nowadays, teacher training students do not only focus on studying, but also have to teach their students how to gain knowledge. To help the fine art teachers fulfill these tasks, each fine art lecturer needs to train the students self-learning skills through his or her subjects. Developing self-learning ability is one of the basic tasks of teaching and learning activities in general and teaching methods in particular.

Creating the mechanisms of training activities at education universities associated with those at high schools: Learning with practice—that is required of every vocational training school. It is necessary to set up coherent relationships between the education universities with the high schools in the process of vocational training for students. From that, education universities have the facility to adjust the objectives, contents, and teaching methods used for training teachers to suit their own practices and social education needs. In details: It is essential to build the network of the practical schools and the network of good teachers for fine art subject at high schools, and they together with education universities train students teaching methods for fine art students (through activities such as attending teaching class, sharing teaching and practice experiences, teaching skills...). This is essential work, and it has a direct influence on the training as well as emotion in their future careers of fine art students.

Innovating management mechanisms, investment policies of government and education systems to schools in the training fine art students: This is the legal solutions, and it motivates activities of education universities:

In fact, the pedagogical university has been invested and provided with good materials, equipments, and other good legal institutions by government. However, compared with requirements for developing education in the context of international integration, it is necessary to have the revolutionary solution to gain better management by the government, especially about the managerial mechanisms of training activities and scientific research activities. These allow pedagogical universities to create practical training schools and practice the educating contents for high schools. Only then can teacher training universities truly promote their roles in the

innovation and development of education, in line with the development trend of Vietnam and the world.¹

It is necessary to innovate management mechanism in the field of international relations by allowing the university to have an entitled right to establish relations with other universities and research institutions.

There are now so many management models which can be applied in the management work in order to improve the quality of training activities. However, the selection of management models which are effective and compatible with the institutional politics, economy, and culture of Vietnam Education is extremely difficult. It needs to be evaluated and tested in practice (Tran, 2012).

Continue to implement the adequate remuneration for teachers: The solution of education sector was to set the target of education and training plan. If fine art students can get jobs after graduation, it can be attractive to them. If they have a higher salary, it is easier to have good student to work in this field. The current practice shows that the free tuition for students is only one temporary solution, not yet attractively enough to recruit good students in the field. Perhaps, a radical and most sustainable solution to attract top talent student to education universities is still remuneration policy, salary, and working environment for teachers.

Organizing periodical evaluation for teaching activities of fine art lecturers: Evaluating teaching quality after the end of the course is one of the ways to create the pressure for lecturers. Without periodical assessment, managers will not know the real quality of lecturers. In order to manage effectively, the fine art schools and faculties of education need to create and develop evaluation methods for lecturers. Once they have assessed such regulations, trainers will be based on it to implement their teaching activities.

International Exchange and Cooperation

Consecutive, cooperation activities in training and research are the inevitable trend of university education associated with the integration. It is more meaningful when we are changing from the year-training system to the credit-training system. The inter-association, cooperation in research and training and between training universities can take place in various ways, levels, and different sizes (such as consecution, linking programs, co-investment cooperation between organizations and individuals ...) (Nguyen, 2010).

Conclusion

Training quality is an important target of Education profession in general and teacher training universities, in particular. Therefore, improving teacher quality need start from selecting talent pupils in high schools, and restructuring education and training systems, enhancing quality of teachers and educational managers as well.

Training high quality fine art teachers need solve contradiction in terms of quantity and quality of fine art teachers and educational managers at present. Studying, implementation, and applying model in training fine art teachers should be based on detail conditions of each training facilities, demands of high school education, as well as social conditions.

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