

Review Article

Training Teachers to Meet the Needs of Teaching Elementary School Students with Ethnic Minority Background

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Abstract: The teacher workforce is a decisive factor in the success of education innovation and contributes to improving the quality of education in primary schools, especially those with ethnic minority students. This article has identified the factors that affect the training of primary school teachers in ethnic minority areas; analyzed the current situation of teacher training activities in primary schools with a high number of S'Tieng ethnic students. Based on that, the article proposes 5 solutions to improve the quality of teacher training activities to meet the teaching needs in primary schools with S'Tieng ethnic students.

Keywords: Training, primary school teachers, ethnic minorities, S'Tieng.

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INTRODUCTION

The issue of training teachers in ethnic minority areas is affected by various factors, including Economic and social situations: Ethnic minority areas often face many difficulties in terms of economy, infrastructure, and low educational needs of the community. This situation may affect the government's budget and education policies, thereby affecting teacher training activities. Educational situation: In ethnic minority areas, there may be a shortage of teacher human resources and teacher training programs, as well as education programs for students. This may cause difficulties in providing training courses and upgrading the qualifications of teachers. Training and development needs: Primary school teachers in ethnic minority areas need special training and development to meet the specific educational needs of the community. Training courses must be designed to meet the practical needs of teachers and students. Technological development: Technological development also affects teacher training activities. If teachers are not trained in technology, they may face difficulties in using new technologies in teaching and learning.

Geography and culture: Ethnic minority areas often have unique characteristics in geography and culture. This may affect the organization of training and development courses, as well as the design of training and development content for teachers.

Changes in education policy: Government education policies can constantly change, which affects:

2. LITERATURE REVIEW

2.1. The reality of teacher training activities in primary schools with S'tieng ethnic minority students.

In recent years, primary school teacher training has been initially focused on. According to Circular No. 32/2011/TT-BGDĐT issued on August 8, 2011, the program for regular training of primary school teachers was established. Circular No. 26/2012/TT-BGDĐT issued on July 10, 2012, established regulations on regular training for preschool, general education, and continuing education teachers of the Ministry of Education and Training, with a total regular training time of 120 periods per academic year for each teacher. In addition to the contents prescribed by the Ministry of Education and Training, the Department of Education and Training has organized many practical training contents such as pedagogical scientific research, innovation of subject team activities, training on innovative teaching and learning methods and techniques, preparation and reinforcement of Vietnamese language for ethnic minority students, student evaluation, etc.

In general, regular training in primary schools has become a regular practice. Every year, based on the

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guidance of the Department of Education and Training, schools proactively develop their plans for regular teacher training and implement them on schedule. Most units have established a core team of teachers to implement the prescribed content and solve teachers' concerns in their groups, and subject teams. In addition, schools have paid attention to monitoring, managing, checking, urging, and reminding teachers to conduct regular training.

Besides some achieved results, there are still existing issues that need to be addressed in teacher training, such as teachers attending regular training with a coping attitude, lack of research investment, and not considering this as an opportunity to improve professional capacity. In addition, the inspection and supervision by management levels are not frequent enough to evaluate the true quality of regular training in each unit. Most primary schools' plans for regular training are still general, without specific work content and training time for each content. Some schools do not pay attention to regular training activities, and some teachers are not interested in them.

For the training program under Module 02, the Department of Education and Training has not yet developed materials or regular training content for primary schools with ethnic minority students. Especially, there is no teaching material for the S'tieng language to be used in teaching Vietnamese for S'tieng ethnic students in primary schools, thereby using their mother tongue to help them learn a new language (Vietnamese) based on their existing language skills (S'tieng), avoiding cognitive tension for S'tieng ethnic students, especially those in the early grades.

2.2. Reasons for limitations in primary school teacher training activities in ethnic minority areas

Lack of resources and finances: In ethnic minority areas, there is often a shortage of resources and finances to organize training courses for teachers. This makes it difficult to provide training and development for teachers.

Lack of specialized training and development programs: There is a lack of specialized training and development programs for primary school teachers in ethnic minority areas. This reduces the effectiveness of training courses for teachers.

Difficulties in conveying knowledge: In ethnic minority areas, primary school teachers may face difficulties in conveying knowledge due to cultural and language differences among the ethnic groups. This makes it difficult to organize training courses for teachers.

Lack of support and motivation: Primary school teachers in ethnic minority areas often do not receive sufficient support and motivation from the

community and the government. This creates a lack of motivation for teachers to improve their qualifications and the quality of education.

Lack of specialization: Many teachers in ethnic minority areas only have basic training and are not trained in specific education fields in the region. This makes it difficult to improve the quality of education.

Shortage of teachers: Shortage of teachers is a common problem in many ethnic minority areas. This reduces the ability to organize training courses for teachers and also makes working teachers face pressure.

2.3. Some solutions for training teachers to meet the teaching needs in primary schools with S'tieng ethnic students in Binh Phuoc province

Solution 1: Enhancing awareness of training for the team of teachers in primary schools with S'tieng ethnic students

Helping teachers deeply understand the role and significance of regular training and identifying the role and importance of developing professional skills, helping them determine the purpose of training activities and the objectives to be achieved.

Strengthening management hierarchy in the regular training of teachers in schools based on promoting autonomy, independence, and creativity in organizing training.

Encouraging and motivating teachers in self-training activities regularly; creating all conditions regarding time, material resources, and finances.

Strengthening the organization of workshops, training, and specialized activities to innovate teaching and education for students; encouraging and motivating teachers along with policies to attract teachers to participate in scientific research, register and write teaching and education experience innovation.

Solution 2: Develop goals and content for teacher training to meet the teaching needs in primary schools with S'tieng ethnic students in Binh Phuoc province

Goals of teacher training: First of all, the goals of training teachers in primary schools with S'tieng ethnic students in Binh Phuoc province should also achieve the general goals of regular training for primary school teachers to update knowledge about politics, socio-economics, develop political qualities, professional ethics, teaching capacity, educational capacity, and other capacities as required by the professional standards of teachers, the requirements of the academic year, the educational level, the local education development, and the requirements for innovation and improving education quality. The goals include developing teachers' self-study and self-training abilities, their abilities to self-evaluate the effectiveness

of regular training, and their abilities to organize and manage self-study and self-training activities for teachers at school, in the Department of Education and Training, and at the Provincial Department of Education and Training.

In addition, the goals of training teachers in primary schools with S'tieng ethnic students in Binh Phuoc province need to meet the output standards for S'tieng ethnic students, which are the necessary skills and qualities for teachers to not only perform well their teaching duties but also perform well their roles as educators and independent researchers on education; be able to solve practical problems arising from teaching at primary schools with S'tieng ethnic students. Teachers must have high adaptability to the requirements of innovation and development of education and the changing roles of teachers in modern society. Teachers in primary schools must be trained in writing, speaking, cultural traditions, customs, psychological characteristics, and other aspects of S'tieng ethnic people.

Content of teacher training: The content of teacher training to meet the teaching needs in primary schools with S'tieng ethnic students should follow the regular training program of the Ministry of Education and Training.

Content of training program 01: updating practical knowledge and skills to perform the teaching duties of primary schools applied nationwide. The Ministry of Education and Training specifies the specific training content for each academic year regarding teaching methods, instructional materials, assessment and evaluation, and other relevant topics.

Solution 3: Renew the teacher training methods to meet the teaching needs in primary schools with S'tieng ethnic minority students in Binh Phuoc province.

The training method must be engaging, flexible, and appropriate, and guide teachers to be active, proactive, and creative in their learning. The focus should be on the teacher's activities with the motto of "self-study and self-development as a priority."

Instructors need to connect theory with practice, use teaching situations to enhance problem-solving skills and diversify teaching methods that are considered specific training methods for the training process.

Teachers should present what they need and what they have not been able to do. Because teacher training is also learning, the essence of learning is not passive, and learners do not learn through words or speech. They learn from the practical experiences that must be paid for in reality.

Instructors need to enhance their ability to apply the knowledge acquired. Students need help in creating a leap from theory to application, and teachers can assist them.

Strengthen the practicality of the training method in a positive spirit of learners and focus on the self-study activities of each individual with exchange and discussion in specialized groups around learning content and situations presented.

Solution 4: Innovating teacher training forms to meet the teaching needs in primary schools with S'tieng ethnic minority students.

Each school needs to develop multiple training forms, ensuring diversity, and richness in forms, and to provide teachers with suitable training forms to choose from.

The school can apply various training methods such as online training, in-person training, workshops, peer coaching, teaching observation, and assessment.

The school can coordinate with specialized agencies and organizations to organize training courses, exchange experiences, and provide support materials.

The school should also develop training programs tailored to the specific needs of each teacher and provide them with opportunities to attend training courses at various levels.

Solution 5: Innovating the evaluation of teacher training results to meet the teaching needs in primary schools with S'tieng ethnic students.

The test results are only meaningful when the evaluator (lecturer) evaluates the tested subjects (teachers) and the learners evaluate themselves. This means that the significance of the test can only be achieved when both the lecturer and the teachers evaluate the test results after the test. If the purpose of the test is only for grades and scores, the evaluation has not been innovative and does not affect promoting the adjustment of the dynamics, attitude, and teaching methods of the teachers. The evaluation of training results can be based on several factors, such as:

Teachers grasp the knowledge and skills they have just been trained in.

Teachers apply that knowledge and skills to solve real situations in teaching and life.

The quality of student learning and training after the teacher has been trained.

Teacher training is closely related to the main task of teachers, which is to improve the quality of teaching. Therefore, the school management board

should use the training results as one of the criteria to evaluate whether the teacher has fulfilled their duties or not, thereby helping teachers to determine the right learning orientation. Make completing training a criterion for evaluating competition, and ranking teachers in each semester and academic year.

CONCLUSION

To create a breakthrough in improving the quality of primary education for S'tieng ethnic students in particular and the quality of primary education in Binh Phuoc province in general, it is necessary to have comprehensive innovation in the teaching activities of the teaching staff. To effectively innovate the teaching activities of the teaching staff, the important and decisive factor is to focus on training activities for the teaching staff in primary schools, especially those with S'tieng ethnic students. This is the decisive factor and prerequisite for implementing further solutions.

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