

Original Research Article

## Training Teaching Skills for Students Majoring in Primary Education by Model of Combined Teaching

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**Abstract:** The trend of teaching and learning in the model of a combination of face-to-face and online is an inevitable trend in the future, so the investment and construction of infrastructure, equipment, and teaching personnel for the Blended learning model is also a factor to serve online learning in the future. In order to successfully apply the Blended learning model in teaching, in addition to investment and change from schools and teachers, the main factor is still the learners themselves, learners need to change their perceptions, find a suitable self-study method to bring out the full effect of the Blended learning model. Blended learning is increasingly popular in Vietnamese education. In the field of teacher training, blended teaching is considered as an effective form of training, helping learners improve and practice their pedagogical skills. The article focuses on analyzing perspectives on blended teaching. At the same time, it points out the importance, identifies the influencing factors and suggests the ratio between online and face-to-face teaching in blended teaching to achieve high efficiency in Vietnam.

**Keywords:** Training; teaching; skills; student; blended; primary school.

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### 1. INTRODUCTION

Blended learning is gradually dominating teaching at training institutions around the world. Blended learning is generally understood as a combination of electronic teaching (E-learning) and face-to-face teaching (F2F) in order to maximize the advantages of these forms of learning [7]. However, so far, there is no consensus on how to "mix" between E-learning and F2F. In fact, the organization of blended learning is still posing challenges for managers, for course designers and those who directly implement teaching. The ambiguity in establishing the optimal ratio between E-learning and F2F in recent studies by Owston *et al.*, (2018) and Bedi K. (2008) shows the need in determining the relationship correlation between E-learning and F2F in blended teaching [2].

In most universities in Vietnam, primary education students are trained to become future primary teachers through a complete curriculum designed entirely in the form of face-to-face learning... The role of face-to-face learning cannot be denied, however, this form of learning also poses many challenges for schools and learners. The increasing amount of knowledge, while the time spent on studying and direct research remains constant, has put a lot of pressure on the educational program, and at the same time made the

implementation of the educational program to the students as well. encountered many difficulties. Blended teaching will help primary education students have diverse approaches to knowledge, reduce learning costs, and actively access knowledge in different forms instead of having to meet teachers in person. throughout his studies.

The application of a combined teaching model to training teaching skills for students in primary education is appropriate to the social context. The advantage of the combined teaching model is that it helps learners to be autonomous in terms of learning space, time, and learning content based on each person's learning capacity, which meets the desire for initiative. Flexibility in class schedule. In addition, this model also creates an interactive environment for learners, helping learners to be more active and active in learning through exchanging and learning from each other to increase soft skills for learners. According to Vu Thi Thu Minh (2020), the use of a combination of traditional learning models and online learning will reduce the time of face-to-face teaching in class, creating conditions for teachers to have more time to focus on learning. other jobs such as: doing scientific research, participating in seminars, career counseling [9].

The Blended Learning model also benefits educational institutions in reducing pressure on the classroom system, reducing fixed costs in direct training such as electricity, water, sanitation, etc. the amount of time learners participate in direct learning at school.

## 2. LITERATURE REVIEW

In the context of integrating with the development of higher education in the world, higher education in Vietnam has also undergone transformations. There have been domestic and foreign studies on the model, combined teaching form and its forms in teaching at the university level. The online format in blended teaching is based on web 2.0 technology, and has many different forms: from wikis, blogs, websites, social networks... to true learning management systems (LMS). Blended learning is a concept that encompasses a framed teaching process that combines both face-to-face and ICT-supported teaching. Blended learning includes direct instruction, indirect instruction, cooperative teaching, and personal computer-aided learning.

Nguyen Hoai Nam (2018) stated that blended learning is a suitable form of higher education in Vietnam in the digital era [10]. By analyzing the context and studying the system, the author has pointed out the appropriateness and necessity of blended teaching for university teaching in Vietnam. Difficulties and ways to overcome to implement effective blended teaching in the context of Vietnamese higher education in general, and at Hanoi National University of Education in particular. Thereby, proposing a model and process of organizing combined teaching in the context of Vietnam. Hoang Thi Thu Hoai, Tran Thi Thao (2019) study the applicability of blended teaching to student education at university, which is especially useful for a large class of students [12]. The combination of the traditional classroom model and the application of information technology in teaching and learning will help reduce the pressure on teachers. Students will develop self-directed learning while teachers remain in control of students' activities outside of the classroom. The author believes that this combined teaching and learning method, if studied comprehensively, will become the educational trend of the future.

Do Thu Ha, Phan Thi Bich Loi (2020) present some issues related to student assessment in blended teaching [5]. The author emphasizes on two evaluation points, which are regular evaluation and periodic evaluation. Thereby, affirming that the implementation of the blended education model and innovation in assessing the learning outcomes of learners in the blended teaching model is an inevitable trend of the education industry in our country. Maximizing the utility of technology when assessing learners' learning outcomes in a blended teaching model will create opportunities for learners to interact in many ways,

personalize learning, enhance responsibility; create opportunities for teachers to innovate teaching methods in the direction of capacity development, support management, supervision and assessment of learners; strengthen the capacity of information technology,...Nguyen Van Loi (2014) researches on the theoretical basis and combined teaching model, especially the teaching method in the world, analyzing the benefits as well as points to note when using the teaching method. using the reverse classroom method, thereby proposing to consider its application in the teaching context of Vietnam, especially at undergraduate and graduate training institutions [4].

Vu Thi Thu Minh (2020) commented on the possibility of implementing the Blended learning teaching model at universities in Vietnam in general and at Hung Vuong University in general [7]. The author gives the benefits and ways to deploy in a synchronous and effective way. Tran Thi Bich Hoa (2021) learns about the topic "The reversed classroom model of the Blended Learning method and suggests the inevitable teaching method in the digital transformation of higher education today". The research results confirm the benefits of applying the Blended Learning method, especially the flipped classroom model, and suggest the main teaching methods in Vietnamese universities in the digital transformation period. as a way to successfully implement this teaching model. Emphasizing the active and self-disciplined role of students is one of the important factors contributing to the success of this teaching model.

Pham Kim Chung, Ton Quang Cuong (2018) mentioned that building a teacher training model on the basis of cloud computing technology will simplify all activities taking place of the participants in the training program. teaching and learning process. The organization of these activities takes place through a learning management system (LMS) with a large number of participants, with no restrictions on space and time, increasing the ability to connect and integrate resources. resources, support regular and continuous teacher training. The author points out the benefits of professional training under the combined teaching model, which will save time, money and improve the effectiveness of the teachers. teacher training course. The blended learning model allows the coordination between face-to-face teaching and face-to-face teaching. Bowo Sri Mulyanto (2020) have studied the use of a blended teaching model in primary schools to assess students' critical thinking and discovery abilities, especially interaction. in a small group [1]. Lalima (2017) has pointed out the concept, main characteristics, advantages and prerequisites of blended teaching in a research topic named "Blending learning: Creative approach" [8]. He defines this as a method with a new way of deploying, exploiting a large source of learning materials. At the same time, it also offers

some solutions to effectively apply this model in education in India.

Hockly, N. (2018) identifies the importance of technology application in blended teaching, applied to English teaching for elementary and high school students in the US [6]. Teachers take advantage of face-to-face (both learner and student-instructor) and online interactions in their teaching. Therefore, the aim of blended learning users is to find the right balance between online access to knowledge and face-to-face human interaction. Norberg and colleagues (2011) in the study of "Mixed teaching model based on time distribution" outlined a blended teaching strategy based on the design of timelines in the teaching process. teach [11]. In it, the author emphasizes the need to empower learners in the learning process, students can flexibly communicate with instructors, with each other and with others around the world. Since then, blurring the boundaries of traditional teaching. Fotis Lazarinis and colleagues (2019) guide the process to design a course that combines fun in the teaching process [4]. The author shares the research team's experience through a community project involving several universities and primary schools. The goal is to improve teachers' qualifications in designing integrated courses on the Moodle platform. As a result, the number of learners benefiting from these courses is increased many times and the spread is also better than traditional face-to-face courses.

Claude Müller, Thoralf Mildenerger (2021) recommends replacing the proportion of time students spend in face-to-face learning with online learning. The author assumes that the quality of online learning can still be equivalent to face-to-face learning if a reasonable integrated learning environment is built, on the other hand, it can reduce the time spent in class by 30%-79% [3]. This study therefore encourages higher education institutions to offer students more flexibility in terms of time and place in their study programmes. Higher education is accessible to a wider segment of society. However, it is necessary to pay attention to the capacity and industry when implementing this form. Md Khaled Bin Chowdhury, Fariza Binti Puteh Behak (2022) research on the implementation of blended learning in universities in Bangladesh. The author points out the opportunities and challenges from the student's perspective. From surveys and interviews with groups of students, the research team realized that blended teaching will reduce educational costs and ensure interaction between students and teachers. This study is considered very important because it is expected to help educational policy makers with diverse perspectives and understand the importance of the blended education model.

At private universities, Rizvi, N.F., Gulzar, S., Nicholas, W., & Nkoroi, B.N. (2017) explores some barriers, causing difficulties in implementing blended

learning [14]. The author conducted a survey for teachers of schools in Pakistan and East Africa. The results show that 51.6% of teachers are aware of the importance of integrating technology in teaching. About 54% of lecturers recognized that they have the ability and accessibility to integrate information communication technology (ICT) in teaching and learning, but need to hone basic information technology skills (IT) to start teaching technology-oriented. The results also indicated that 54.5% of the participants stated that the university lacks mentoring in the area of blended learning. The research team suggested that universities should have in-depth advisors, provide teaching materials systematically combined, help lecturers improve their ability to integrate technology elements into the learning process. their teaching. In the medical field, Sitthiphong Suwannaphisit (2021) and colleagues conducted a study to compare the effectiveness of teaching combined with conventional instruction in a chiropractic course [6].

The research team retrospectively collected data from fifth-year medical students between April 2019 and March 2021. A total of 252 students were enrolled in the study. There are 128 students in the traditional teaching group and 124 in the combined teaching group. The research results showed that the average score for teachers in 2 consecutive years of study was not much different between the two study groups. From there, the author concludes that online learning is no less effective than traditional learning. In the same field, Sadeghi R, Sedaghat MM, Sha Ahmadi F. (2014) also researched on the influence of blended lessons and student satisfaction when combining lectures and online learning with other courses. conventional teaching methods [13]. The results show that the blended teaching method is effective in increasing the learning rate of students. Online teaching may be used in some courses, complementing traditional teaching methods. Students feel satisfied with the advantages of this form of learning.

### 3. RESEARCH METHODS

This study aims to propose solutions to practice teaching skills for students in primary education in the form of blended learning in Vietnam. The study was conducted to answer the main research questions:

- The importance of blended learning in training teaching skills for students majoring in Primary Education?
- What are the main factors affecting the effectiveness of training pedagogical skills for students in primary education in the form of blended learning in Vietnam?
- To achieve the best results, what is the ratio between face-to-face learning and online learning in blended teaching? To achieve this goal, the study used quantitative and qualitative research methods. In which, the questionnaire is considered as the

main tool to collect data on teachers' perceptions of the importance of blended learning; The main factors affecting the effectiveness of training pedagogical skills for students in primary education in the form of blended learning in Vietnam. In-depth interviews with a group of lecturers and experts who directly teach students of Primary Education in universities will help find a reasonable ratio between face-to-face learning and online learning.

- Survey by questionnaire (data source A): For research questions 1 and 2, the author has conducted an investigation by designing questionnaires to collect opinions of lecturers who directly teach at some universities providing primary education. around the country. The questionnaire focused on the following questions:
- The importance of blended learning in training teaching skills for students majoring in Primary Education. The questionnaire is designed according to the Likert-5 scale with increasing levels (1-not important, 2- less important, 3- normal, 4- quite important, 5- very important)
- The main (YT) factors, suitable to the general teaching conditions at universities in Vietnam. The questionnaire is designed on a Likert-5 scale with eight factors commonly used in online classrooms. Include: Technology; Document; Self-study ability;

Cooperation capacity; Teaching methods; Content; Interaction frequency; Time.

The survey results were collected, processed, and analyzed using SPSS software, descriptive statistics. In addition, the research team also used Excel and Amos software to support the processing to give the most accurate results.

- In-depth interviews (data source B): In-depth interviews were conducted on several groups of subjects after the lecturers completed answering the questionnaires related to the importance and factors affecting the training of teaching skills for education students. primary school under the blended teaching model (data source A). The interview questions focused on exploiting the opinions of lecturers who have experience in blended teaching about the appropriate ratio between face-to-face and online teaching in blended teaching.

#### 4. RESEARCH RESULTS

##### **The importance of blended learning in training teaching skills for students majoring in Primary Education.**

After collecting survey data, the author conducts data processing using SPSS descriptive statistics software, specifically in the following table:

**Table 1: Importance of blended learning**

	N	Minimum	Maximum	Mean	Std.Deviation
Importance	328	1	5	4.13	.868
Valid N (listwise)	328				

Looking at the table and chart above, it is easy to see that most of the lecturers believe that blended learning plays an important to very important role in forging pedagogical skills for students. It can be explained that in the context of constantly changing society, the amount of knowledge is increasing rapidly, spending all the time in class to impart knowledge to learners is no longer a method. optimal project. When learning in a combined form, learners can take the initiative in learning time and space, choosing an approach to knowledge in accordance with their individual abilities and interests. The competencies supporting teaching such as the ability to use information technology, the capacity for autonomy and self-study, cooperative communication, etc. have an environment for development, thereby fostering and nurturing learners. core competencies and qualities to become a modern teacher. Some argue that blended learning is not so important in training teaching skills for students because there are many limitations of this

method. It requires high independence and self-control from learners. Therefore, if teachers and learners lack connection and interaction in the working process, it is easy to create a "gap", affecting the effectiveness of the lesson. The main factors affecting the effectiveness of blended learning will be analyzed and clarified in the next section.

##### **The main factors affecting the effectiveness of training pedagogical skills for students in primary education in the form of blended learning in Vietnam.**

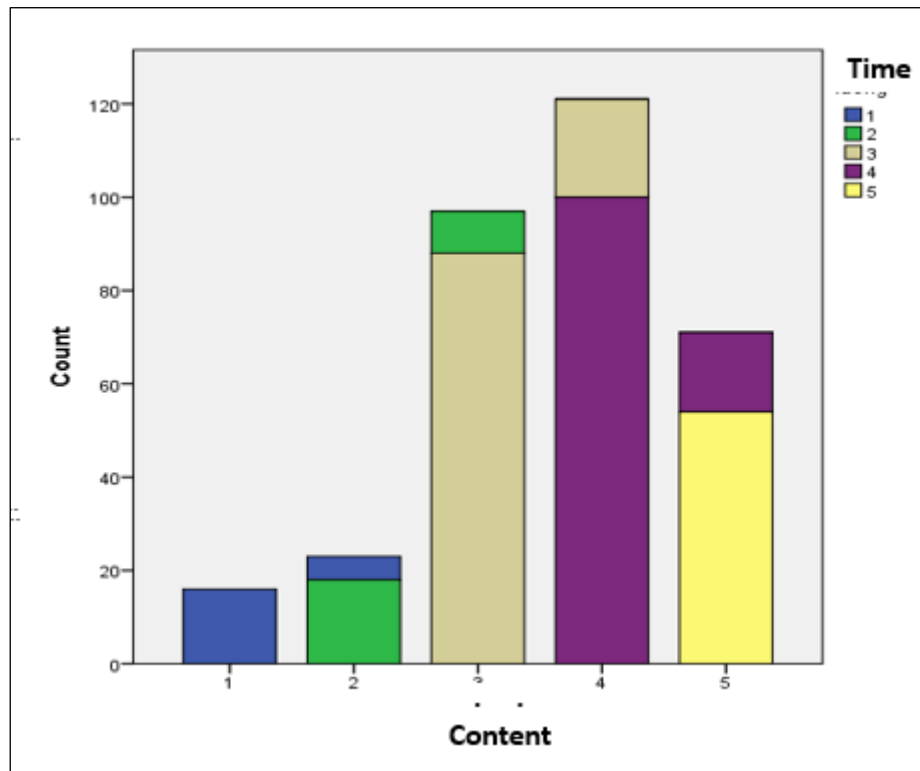
In this study, the author focuses on researching and showing the impact of 8 factors on the effectiveness of training pedagogical skills for students in primary education in the form of blended teaching... After collecting survey data, the author conducts data processing using SPSS descriptive statistics software, specifically in the following table:

**Table 2: Main factors affecting the effectiveness of pedagogical skills training for students in primary education in the form of blended learning in Vietnam**

	N	Minimum	Maximum	Mean	Std.Deviation
Ordinal number	328	1	328	164.50	94.830
Technology	328	1	5	4.43	879
Document	328	1	5	3.76	1.116
Self-study ability	328	1	5	4.31	1.001
Cooperation capacity	328	1	5	3.69	1.050
Teaching methods	328	1	5	3.80	978
Content	328	1	5	3.63	1.049
Interaction frequency	328	1	5	4.48	770
Time	328	1	5	3.48	1.063
Valid N (listwise)	328				

The survey results show that the above factors all have an important influence on the effectiveness of pedagogical skills training for students in primary education in the form of blended learning in Vietnam. In addition, the survey also shows that there is a clear division between the groups of factors. The group of factors that are assessed as very important are technology, interaction frequency and self-learning capacity. These are also characteristics of blended learning, which requires that during the learning process, a stable transmission line and equipment is

required to ensure that the class is not interrupted or disconnected. At the same time, the interaction needs to be maintained throughout the lesson, so that the teacher can capture the feedback and perception of the students in order to promptly offer pedagogical measures to help learners acquire knowledge. awake. The self-study ability of students is also an indispensable element because only by self-study, self-exploration and discovery of new things can learners discover their own hidden potential.



**Figure 1: The influence of the content and the duration of the combined class time (blend learning)**

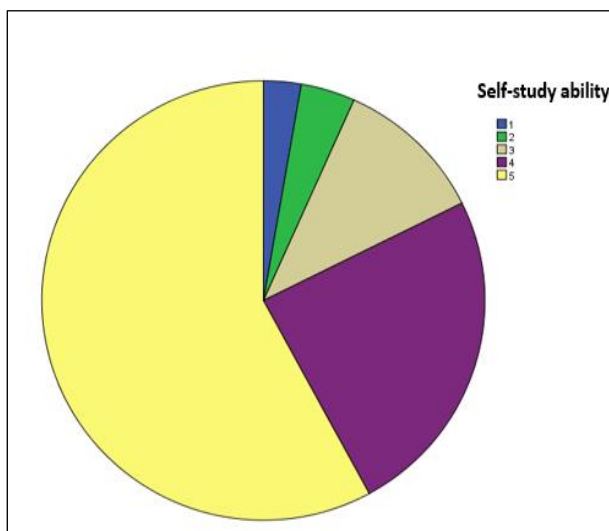
Figure 1 shows the impact of content and duration in blended learning. Most of the teachers do not think that these two factors have no role in the lesson. They rate the length and content of the lesson from importance or higher. This is also understandable

because the selected content needs to have an attractive topic, be well designed and have clear output standards to be interesting to learners. However, when building content, you must also pay attention to the duration of the lesson, ensuring that it is not too long to make



learners feel tired, suitable for age physiological characteristics. In addition, educators also need to pay attention to the point of view when building content, which is to increase the integration, thematic and active

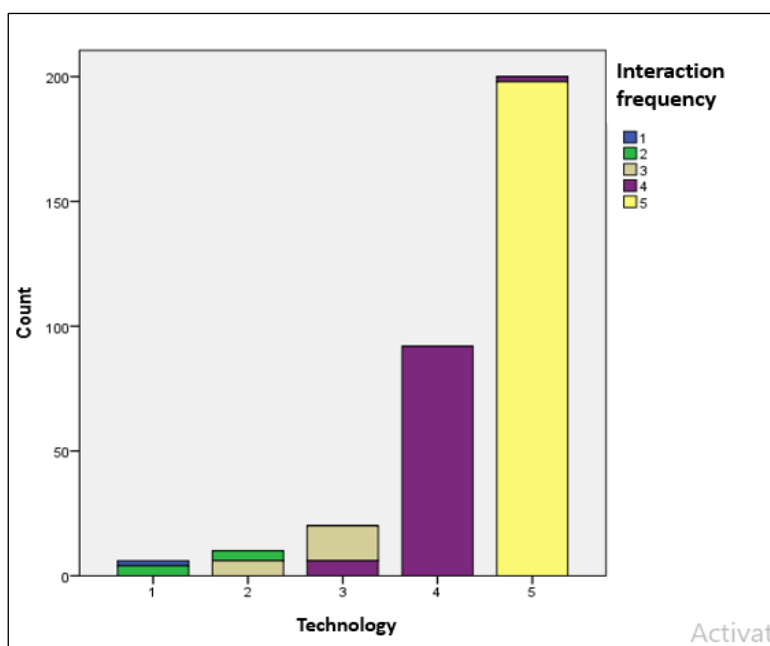
activities of students. Through learning activities, students will experience, find out their own knowledge and test the knowledge they have learned in real life.



**Figure 2: Influence of learners' self-study ability on the effectiveness of training pedagogical skills for students in primary education in the form of blended learning in Vietnam**

Self-study is an almost indispensable factor in learners. Self-study can be understood as a form of cognitive activity of an individual to master the system of knowledge and skills conducted by the students themselves in class, outside of class, according to or not according to the curriculum and textbooks that have been taught. According to regulations, self-study is a basic form of teaching organization in university with high independence and personal nuances as it is closely related to the teaching process. Self-study helps people

to form sustainable knowledge, self-discipline and initiative in the process of receiving knowledge from the external environment. In addition, self-study is also research activities, finding the necessary knowledge for the process of studying and working. In order for learners' self-study to be effective, teachers need to offer appropriate pedagogical content and methods. As a result, learners can search for learning materials by themselves, and scientifically check their knowledge when studying on their own



**Figure 3: Effect of interaction frequency on the effectiveness of training pedagogical skills for students in primary education in the form of blended learning in Vietnam**

The level of interaction between the teacher and the learner is a proof of whether the lesson is successful or not. If there is more interaction, it proves that the class is very interesting and attracts the participation of a large number of learners. The duration of the lesson should be adjusted to suit the physiological characteristics of the learners, avoiding too long to create fatigue. Most teachers believe that if the above factors can be improved, the effectiveness of the teaching process will be enhanced.

**Ratio between face-to-face learning and online learning in blended teaching**

Based on data source A, the research team interviewed 50 lecturers who are teaching at primary

teacher training universities in all 3 regions, including teachers working in the city (31 teachers in the city). staff, accounting for 62%) and mountainous and rural areas (19 teachers, accounting for 38%). Male gender lecturers interviewed were 21 teachers (accounting for 42%), female lecturers were 29 lecturers (accounting for 58%). The lecturers interviewed are all experienced in teaching primary school teacher training programs, having 2-7 years of combined teaching experience. The lecturers were also provided with the results of the A survey and asked to share initial information about the training programs and blended learning methods applied at their schools.



**Figure 4: Percentage of lecturers participating in the interview**

The majority of teachers pointed out that there is no consistency in the form of teaching when implementing, the application of direct teaching is compulsory. Only in special cases (epidemic, unsafe working environment, ...) will online teaching be applied. Additional online courses are designed on LMS software, providing learning resources to support students' learning process. The training program does not specify or unclearly the time between online learning and face-to-face learning. The majority of the training units interviewed said that the instructors were instructed to teach with a common ratio between online and face-to-face of 20/80 or 30/70 in the entire training program. There is no division of the proportion of online and face-to-face learning in each subject or part of the subject. This creates a passivity for lecturers and learners because it is difficult to determine when and what content to deploy in order to achieve high efficiency. This will be a huge challenge for schools that have a system of primary school teacher training in particular and teacher training in general.

**5. CONCLUSION**

Regarding the first research question, it is the importance of blended learning in training teaching

skills for students majoring in Primary Education. Research results show that almost all surveyed people believe that this is a form of teaching suitable for the current context, playing an important role in helping students be flexible in acquiring knowledge, reducing the time for face-to-face learning, learners can access information sources in various forms.

Regarding the second research question, which are the main factors that determine the effectiveness of teaching skills training for students in Primary Education in the form of blended learning in Vietnam. The results show that all eight factors affect the quality of class time. This is understandable because the above factors affect many different aspects in the teaching process. Furthermore, there is a reciprocal relationship between these factors. Changing technology will lead to a change in pedagogy, and resources for the learning process are also designed in formats suitable for technology. In addition, choosing to put knowledge content into teaching for students is also a big challenge in the context that knowledge is increasing continuously and rapidly.

The main factors that have the greatest influence on the effectiveness of the lesson come from the learner, the teacher and the tools and means of support during the learning process. Supporting tools and means are understood as elements of technology, resources, learning materials, etc., in which technology acts as the foundation of the combined teaching process, especially in the form of learning. online. The level of interaction between the teacher and the learner is a proof of whether the lesson is successful or not. If there is more interaction, it proves that the class is very interesting and attracts the participation of a large number of learners. The duration of the lesson should be adjusted to suit the physiological characteristics of the learners, avoiding too long to create fatigue. Most teachers believe that if the above factors can be improved, the effectiveness of the teaching process will be enhanced.

Thus, it can be seen that, training teaching skills for students in the blended learning method is completely appropriate in the current context. If there is the best preparation, improving the quality of the above eleven factors and determining a reasonable ratio between face-to-face and online form, it will solve the problem of the effectiveness of the teaching and learning process. fit. For the third question, what is the most effective ratio between face-to-face learning and online learning in blended teaching? Through collecting and processing information, the research team found that the most reasonable ratio between online and face-to-face learning is 30/70 applied to each module. The content related to practicality is prioritized in face-to-face teaching. Learners can learn through online courses designed by teachers, searching and searching for documents will help more when learning online.

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