APPLICATION OF INFORMATION TECHNOLOGY ONLINE SURVEY OF PRIMARY TEACHERS' CAPACITY IN THE NEW GENERAL EDUCATION PROGRAM OF VIETNAM

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ABSTRACT

In order to prepare to teach under the New General Education Program at primary schools in Vietnam, starting from the school year 2020-2021, surveying the capacity of teachers on building teaching plans, building school programs is extremely important, as a basis for teacher fostering at primary level. During the period of social separation due to the Covid-19 epidemic, a large-scale face-to-face survey encountered many difficulties. This article provides ways to apply information technology in conducting large-scale surveys and online survey results of primary school teachers' competencies in terms of social distancing and disease prevention Covid-19. The survey results are analyzed to help managers make plans for teacher training at primary level to prepare for the implementation of the New Program for the 2020-2021 school year in Vietnam.

Keywords: Information technology, Online surveys, The New General Education Programs, Teacher competencies, Covid-19.

INTRODUCTION

Implementing Directive No. 16 / CT-TTg dated June 18, 2018 of the Prime Minister on accelerating the implementation of renovation of general education curriculum and textbooks [1] according to Resolution No. 88/2014 / QH13 dated November 28, 2014 of the National Assembly on renewing programs and textbooks for general education [2], on December 26, 2018, the Ministry of Education and Training signed Circular 32/2018 / TT- The Board of Directors has issued a new general education program, including the overall program and 27 subject programs, educational activities at the primary, middle and high school levels [3]. On August 26, 2019, the Ministry of Education and Training issued Official Letter No. 3866 / BGDĐT-GDTH on guiding the preparation of teaching organization for grade 1 in the school year 2020-2021 [4].

Vietnam in the first two decades of the 21st century, with the development of information technology, has created a strong transformation in teaching. New technologies and newly developed softwares are capable of meeting the requirements of education and unlimited teaching [5]. In 2011, VVOB Vietnam Organization with the theme "education for development" organized a training course for teachers on E-learning and application in teaching [6]. Next, in 2013, the Ministry of Education and Training organized a training course on designing E-learning courses [7]. The authors Hoang Trong, Chu Nguyen Hoang Mong have compiled the document "Analyzing research data with SPSS" [8]. In 2014, the National

Academy of Public Administration compiled a document "Using Google forms to survey and assess the satisfaction of people and businesses on online public services and the service attitude of staff online. Ministries and civil servants receive dossiers at the one-stop shop "in order to raise the awareness and service attitude of cadres and civil servants in state agencies [9]. The authors Nguyen Hoang Quy and Nguyen Thi Phuong Lan compiled the document "Basic statistical data collection and processing methods" to help researchers to have a method of collecting and processing statistics in a way. science [10]. In 2016, the Ministry of Home Affairs issued "Standard of skills in using information technology" as a basis for assessing the capacity of officials and employees in using information technology in their work [11]. In order to improve the capacity of teachers to meet the requirements of the new high school education program, in 2018 the Ministry of Education and Training trained to use the new functions of E-office software [12]. In 2020, the authors Trinh Van Minh, Dang Ba Lam compiled the textbook "Methods of educational science research" for students of Hanoi National University [13].

Around the world, the application of information technology to data collection and situation survey has been widely applied, especially in educational research. Author Thoyyibatul Amalia, UIN Maulana Malik Ibrahim Malang, Indonesia (2019) [14] studied the use of Google forms in Arabic language learning assessment, the article pointed out the advantages of using Applying Google form in online surveys for both the author and the surveyed object, bringing about a very high research efficiency.

According to the authors Fenella J. Gilab, Gavin D. Lesliec, Carol Grechd, Jos M.Latoure in the study "Using a web-based survey tool to do a Delphi study: Applications to educational research nurse "[15], pointed out the experience and value of using SurveyMonkey online survey software to conduct an eDelphi study to develop Australian nursing course graduation practice standards. A survey with 750 University Human Research Ethics Councils in the United States (2009) [16] found that the research protocols on the Internet related to online or on the Web survey were of the kind. most reviewed (94% of respondents), indicating the growing popularity of this approach for academic research. According to research by Derek Glover, University of Lincoln, UK (2007) [17], all participants were asked to complete an online survey that included closed, open and semi-structured questions. The response rate is 40% higher than that of a direct survey. The author Lynne D. Roberts (2015), Australia [18], also emphasized the benefits of online survey compared to traditional survey methods. The introduction of information technology to teachers through activities such as online surveys [19] also plays a very important role in human resource development.

In order to ensure the quality of fostering teachers to implement a new general education program in Vietnam, Hanoi Metropolitan University has implemented a key scientific research "Development of a set of documents: Guide to research and Implementation of the general education program 2018 - Grade 1 "Code: C2019-01, Head of science research by Dr. Ngo Van Hung [20]. Covid-19 epidemic broke out in Vietnam since January 2020, so the data collection, survey of teachers' competencies were conducted online.

METHODOLOGY
1. Subjects and Research Methods
- Participants: all teachers of primary schools, Hai Phong city.
- Form of survey: School teachers conduct online surveys at their units from February 26, 2020 to March 3, 2020 by answering online forms.

- Theoretical research: Researching information technology application documents in online surveys, guiding documents for creating online surveys, choosing Google form software to create surveys. The advantage of this software is friendly interface, easy to use, easy to manipulate, easy to log in, convenient for teachers to answer survey, survey data is compiled as excel file, convenient. for analysis and evaluation.
- Research on the current situation: Develop an online survey for primary school teachers on the capacity to implement the new general education program.
- Online survey software: survey questionnaire was created on Google form software.
- Data processing and analysis software: Excel software, SPSS software, NVIVO software.

2. How to conduct the survey
a) Using a laptop
- The teacher can access the following link to perform the survey (Note: check the network connection): https://forms.gle/KUgC7KsFTptFeg2VA
    b) Using a phone
Direct the phone camera perpendicular to the screen with the QR code, wait a few seconds, the phone screen will show the link to the survey website, click on the link to open the survey.

The teachers answer each question in turn in each section of the survey and then press the button "Submit" to complete the survey.Interventionary studies involving animals or humans, and other studies require ethical approval must list the authority that provided approval and the corresponding ethical approval code. .

RESULTS

Due to the framework of the scientific article, the authors only briefly introduce some of the core results, interested readers can find out more details in the "Survey Report: capacity to build school programs. of primary school teachers in Hai Phong city to prepare for the 2020-2021 school year "[21].

1. Statistics of the participants to answer the questionnaire
There were 5922 teachers at primary schools in Hai Phong city to respond to the survey, 5554 (93.8%) were female, and 368 (6.2%) were male. Thuy Nguyen district (Table 1) is the unit with the most number of respondents.

Table 1. Number of teachers participating in the experimental questionnaires

No	District	Number of teachers participating in answering
1	An Duong	555
2	An Lao	570
3	Cat Hai	14
4	Duong Kinh	138
5	Đo Son	138
6	Hai An	78
7	Hong Bang	416
8	Kien An	174
9	Kien Thuy	408
10	Ngo Quyen	535

11	Le Chan	428
12	Thuy Nguyen	1096
13	Tien Lang	586
14	Vinh Bao	785
	Total	**5921**

2. Researching the New General Education Program

Survey results show that teachers have a basic understanding of the new general education program. However, it should be noted that there are still 929 teachers, accounting for 15.7%, giving the opinion "Disagree" with the comment "Reduce subjects and lessons" and 289 teachers, accounting for 4.9%, give "Do not know" to this statement; This means that 20.6% of teachers still do not fully understand the new general education program (Table 2).

Table 2. Teacher research about the New General Education Program

No	Contents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
1	The new program is divided into two educational phases	5789	98.1%	40	0.7%	73	1.2%
2	Reduce subjects and lessons	4689	79.4%	929	15.7%	289	4.9%
3	Open and flexible	5822	98.6%	38	0.6%	47	0.8%
4	The difference from the current program	5750	97.4%	102	1.7%	49	0.8%
5	There are a number of new subjects	5631	95.2%	195	3.3%	90	1.5%
6	Reduce academic knowledge	5521	93.4%	192	3.2%	196	3.3%
7	Cut down on lessons	4327	73.3%	1133	19.2%	440	7.5%
8	Implement teaching methods to actively enable students' activities	5730	97.0%	88	1.5%	87	1.5%
9	Strengthen teaching differentiation - elective	5710	96.7%	89	1.5%	105	1.8%
10	Implementing innovation to evaluate the results	5800	98.2%	47	0.8%	57	1.0%
11	The new program helps students develop comprehensively in morality, mind, body and beauty.	5833	98.8%	21	0.4%	50	0.8%
12	The new program includes: master program and subject programs, educational activities.	5829	98.7%	30	0.5%	49	0.8%

3. Find out how the new program differs from the current one

When comparing the differences of the new program compared to the current program, many teachers answered "disagree" (556 teachers, 9.4%) or "don't know" (421 teachers, accounting for 7.1%).) with the opinion "For the first time," shaping education "products". This is one of the new, important differences of the new program from the current program. It shows that a part of teachers has not yet shaped the educational "product" of the school in the educational innovation trend (Table 3).

Table 3. What is the difference between the new program and the current one

No	Contents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
1	For the first time shaping the educational "product".	4931	83.5%	556	9.4%	421	7.1%
2	Moving from content knowledge to forming qualities and capacities for students.	5780	97.8%	69	1.2%	64	1.1%
3	There are many textbooks for the subject curriculum.	5494	93.0%	304	5.1%	109	1.8%
4	Appears to add new subjects.	5626	95.4%	202	3.4%	72	1.2%
5	Distinguish two stages clearly: basic education and career-oriented education.	5775	97.6%	34	0.6%	107	1.8%
6	Pay more attention to the connection between the curriculum of classes and levels in each subject.	5745	97.4%	43	0.7%	112	1.9%
7	Ensuring a uniform orientation for students nationwide.	5729	97.1%	56	0.9%	117	2.0%

4. Research about the duration of the education program at primary level

When asked about the time, looking at the graph, it can be seen that a large number of teachers (1554 teachers = 26.8%) answered disagree or do not know about the total number of hours and the average number of study hours. primary school. That proves that a part of teachers do not have an overall view of the program they are implementing, teachers only care about each lesson, each lesson but do not understand the importance of the overall plan of the chapter. for the whole school year, in other words, teachers are not interested in building school programs to suit the subjects and teaching objectives (Table 4 - Figure 1).

Table 4. Teacher understanding of program duration at Primary level

| No	Contents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
1	The duration of education is 2 sessions / day, each day should not exceed 7 lessons; 35 minutes per lesson	5810	98.4%	61	1.0%	31	0.5%
2	In primary school, students learn 2,838 hours.	4252	73.2%	597	10.3%	957	16.5%
3	Average students study 1.8 hours / class / lesson Organize entertainment activities more.	4672	79.2%	590	10.0%	637	10.8%
4	Organize entertainment activities more.	5701	96.4%	121	2.0%	90	1.5%
5	Strengthen comprehensive education, increase practice activities	5861	99.3%	23	0.4%	19	0.3%
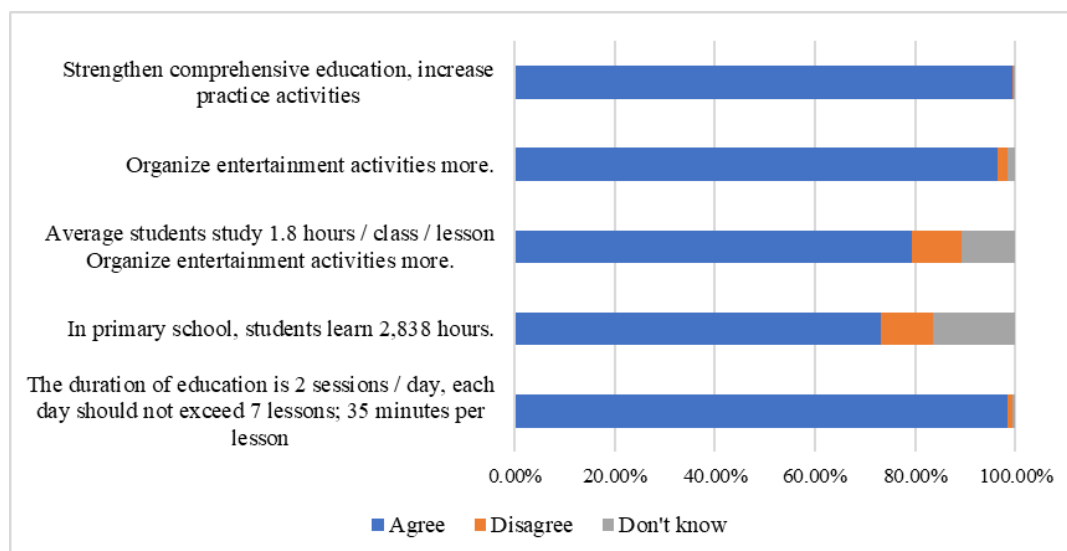
Figure 1. Teacher understanding of program duration at Primary level

5. Teachers 'awareness of comprehensively developing students' competencies and qualities

The results of the survey on teachers 'understanding of the comprehensive development of learners' competencies and qualities show that up to 5141 teachers (87.0%) still agree with the idea "Students must study all subjects. ", Only 696 teachers (11.8%) said they disagree, while 74 teachers (1.3%) answered that they do not know. On the other hand, there are still more than 2,000 teachers still agree with the opinions: "Teaching as much knowledge as possible"; "Focus on spreading knowledge rather than training"; "Fostering the capacity of students; few require students to apply knowledge in practice". This proves that a large part of teachers have not really understood the objectives and contents and requirements of the 2018 program implemented from the school year 2020-2021 (Table 5 - Figure 2).

Table 5. Teachers 'awareness of developing students' competencies and qualities

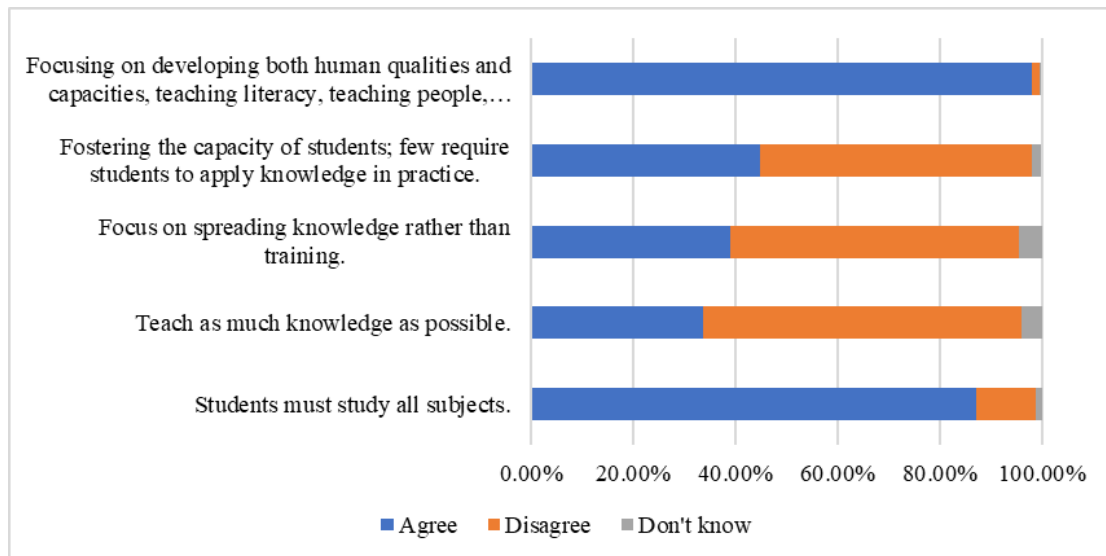| No	Contents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
1	Students must study all subjects.	5141	87.0%	696	11.8%	74	1.3%
2	Teach as much knowledge as possible.	1992	33.7%	3686	62.4%	229	3.9%
3	Focus on spreading knowledge rather than training.	2312	39.1%	3338	56.5%	259	4.4%
4	Fostering the capacity of students; few require students to apply knowledge in practice.	2644	44.7%	3146	53.2%	121	2.0%
5	Focusing on developing both human qualities and capacities, teaching literacy, teaching people, and vocational training.	5801	98.1%	84	1.4%	26	0.4%

Figure 2. Teachers 'awareness of learners' competency and quality development

6. Program Innovation in Primary

Table 6. Teachers' perceptions of curriculum innovation in primary schools

| No	Contents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
1	Highly demanding program for integrated teaching.	5566	94.1%	104	1.8%	242	4.1%
2	Computing is a "compulsory and differentiated" subject.	5212	88.2%	447	7.6%	250	4.2%
3	The program is required to promote STEM education in high school.	5504	93.3%	86	1.5%	312	5.3%
4	The program for each subject is an open one, allowing teachers to select locally available learning objects to teach.	5672	96.0%	122	2.1%	116	2.0%
5	The curriculum of each subject streamlines some difficult contents, focusing on promoting scientific curiosity.	5752	97.3%	55	0.9%	103	1.7%
6	Ethics: Required in Primary and Secondary, selected in High School.	5534	93.7%	228	3.9%	146	2.5%
7	The content of the program focuses on practical applicability, connecting with real life.	5752	97.4%	65	1.1%	87	1.5%
8	The Literature program is built in an open direction, specifying the essential reading, writing, speaking and listening requirements for each class.	5643	95.5%	101	1.7%	167	2.8%
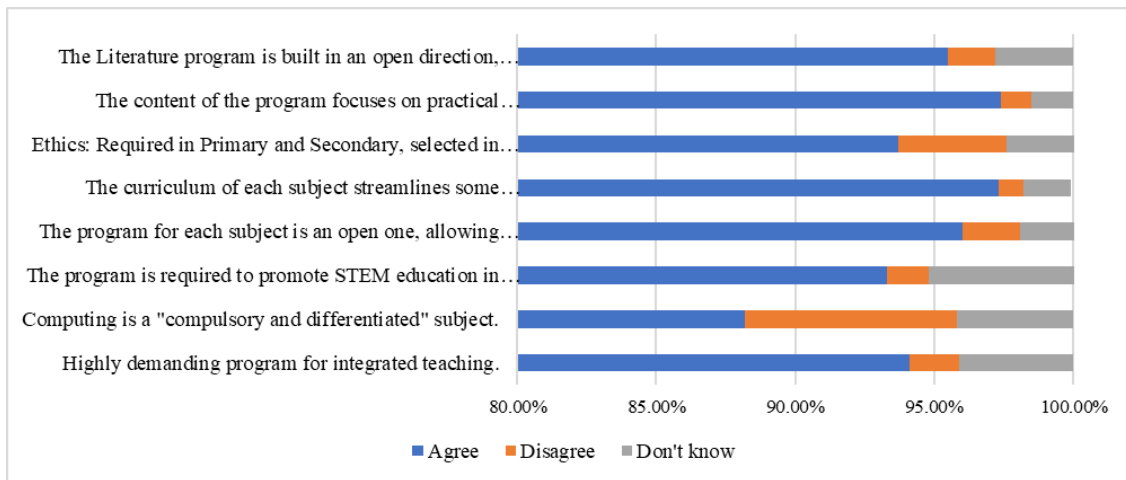
Figure 3. Teachers' perceptions of curriculum innovation in primary schools

From the results of the analysis of the chart (Figure 3), it shows that most teachers are aware of the importance of renewing the subject's curriculum, and the teachers have a certain understanding of the change in each subject. study of the new program. For example, in the comment that the program contents focus on practical applicability and connection with real life, with 97.4% of teachers agree.

CONCLUSIONS

Through synthesis, analysis and assessment of the actual results, we can give some conclusions:

1. The results clearly reflect the active preparation of primary school teachers in Hai Phong to learn and prepare the facilities conditions to meet the requirements of the new program, many contents reach consensus rates, very high, over 90% - 100%.

2. The results also show the limitations and difficulties that Hai Phong primary school teachers must find ways to overcome, such as not distinguishing the content approach (current program) from the capacity approach (the program new) or the relationship between the master program and the subject curriculum.

3. It is necessary to develop and immediately implement an organizational plan for primary teachers "self-training" and "fostered" according to the content of the document "Guide to teachers in the implementation of the general education program 2018. "Of the key research, Hanoi Metropolitan University aims to develop professional expertise by unit with the form of" Online "and" Concentrate "with experts on school program development. Research organizations develop "open" local educational programs so that primary schools can learn and apply when building school programs.

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