

Improving Teaching Capacity for Teachers of Social Sciences before Requesting the Innovation of the General Education Program

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Social sciences play an essential role in the development of society, as well as building and fostering personality. In the current renovation process in our country, social sciences education must actively contribute to the renewal process and become a sharp tool in renewing thinking, building scientific arguments for the way to go up to socialism in our country, build a right stance, viewpoints, build socialist awareness and personality. Humanities and social sciences help orient human development, closely related to social issues, it is the science that directs people to sincerity - holiness - beauty that few sciences can replace. The teaching staff is the force that determines the quality of training. Teachers of social sciences have the duty to convey the quintessence of the nation, thereby educating many successive generations with quality and reliable knowledge to shoulder the work of the country. The old experience is that there must be good teachers in basic sciences in general and social sciences in particular in order to teach well and solidly develop educational science. To contribute to improving the quality of education and training in schools, a permanent solution is to improve the quality of social science teachers. They are people who directly equip themselves with knowledge, educate, build up their political spirit, beliefs, motives, and wills; In particular, teaching capacity is the essential factor. Currently, the capacity of teaching staff in social sciences subjects still has some issues that need to be addressed before the requirements of educational innovation. In this article, the author focuses on clarifying two main contents: (1) Current situation of teacher capacity (teachers) teaching social sciences subject to the requirements of educational innovation; and (2) Proposing solutions to improve the capacity of teachers to teach social science subjects, to meet the requirements of a new school education program.

Key words: *General education chapter, social science, teacher's capacity.*

Introduction

The subjects in the field of Social Science help learners become citizens with knowledge and ethics in the future. The program of subjects in the field of education of Social Sciences shows the remarkable investment of the Program drafting team, in particular, of the Education sector in general, for the future of Vietnamese youth. History and Geography subjects (grades 4 to 9); History, Geography (high school); Ethics (Primary); Citizens' education (junior high and high school) plays an important role in preparing young people to occupy positions in society, continue to make progress in education and their careers (Nguyen et al., 2015). Through learning and research in social sciences, young people better understand themselves in a turbulent world. They learn about the magic, the diversity of the world, the past, the present, and the future (Vu Anh & Le Quoc, 2019). By studying how society and economies work, each relationship between man and the natural environment and society, the process of creating change, continuity, and diversity on Earth. They begin to prepare to become ethical citizens and be thoroughly equipped for the future (Bennett et al., 2017).

The curriculum of subjects in the field of Social Sciences of Vietnam has been developed to promote these ambitions into reality; Specifically, designed to develop critical individual qualities and competencies for each student (Nitjarunkul, 2015). At the same time, the Program of these subjects is also intended to improve the general academic competence of students, such as the collaborative capacity, as well as the subject-specific capabilities. These "expertise competencies" include the ability to multicultural dialogue, assess complex events as well as the ability to reason and develop spatial, historical, and ethical perspectives in the minds of students (N. H. Phuong, 2019). The program of subjects in the field of Social Sciences aims at many educational goals. Above all, this subject equips students with new ways of thinking, especially in assessing dimensions of space and time, as well as a more holistic approach to analysing phenomena. By studying Vietnam's history, geography, and society, students are acutely aware of their heritage and national cultural identity, cultivate essential personal qualities like tolerance and respect (Amineh & Asl, 2015).

The course curriculum is also designed to develop students' ability to work together with friends to explore together. With his complex and often unique nature (including not only specific locations, historical periods, but also complex topics such as socio-political systems or systems of natural social connections), social sciences research subjects help students address inherent, volatile, and controversial attributes in world knowledge (Hoang & Pham, 2018). In this way, students begin to understand many points of view and critically evaluate events. They learn how to organise events, how to discuss, how to solve problems and come up with solutions. Studying and studying Social Science subjects requires students to carry out

all these issues while focusing on the importance of natural, social, and ethical contexts, which has a significant influence on people's way of thinking and decision making (Gunesch, 2015).

The general education program has just been announced by the Ministry of Education and Training, in which social science subjects not only contribute to the formation and development of qualities and collective capacity for students but also help them to have a scientific worldview, love of nature, people, respect for the rules of society so that we know how to behave following the requirements of socio-economic and environmentally sustainable development (Bush, Bell, & Middlewood, 2019). Also, when comprehending this field, students will gradually develop and develop their capacity to learn and apply scientific knowledge to solve problems in life. Therefore, improving the teaching capacity for teachers of social sciences plays a vital role to meet the above objectives in particular and to meet the requirements of renovating general education in general (Chen, Tabssum, & Nguyen, 2019).

Teaching capacity is a specific type of competence, summing up the elements that have an organic relationship with each other, including knowledge, skills - techniques, personality qualities, methods, manners, and qualities of teachers, constituting internal capabilities and conditions, ensuring high-quality teaching activities. This problem can be generalised into three main groups: teaching competence group (lesson design, organisation, management of teaching activities, group work), educational competency group, and self-improvement group (Dennison & Shenton, 2018). In addition to the universal qualities, the teaching capacity of social science teachers in high schools is also subject to the specific characteristics of each region and culture (Salleh, Alias, Jeevan, Hanafiah, & Ngah, 2019).

Integrated education and teaching are one of the forms applied in many countries around the world, including Vietnam, in order to develop the quality and capacity of learners. The trend of integrated teaching has been applied to schools in Vietnam in recent years in order to ensure harmony between knowledge, skills, and personality; between levels; Subjects; Teachers and learners; between the past, present, and future; between internal and external school factors (van Rensburg & La Thanh, 2017). In the high school curriculum, coordination and use of subject knowledge are necessary and usable conditions. Many teachers (teachers) in high schools were trained to teach two subjects (Literature - History, History - Geography, Math - Physics, Physics - Chemistry, ...) (Hao Dong & Phuong Nguyen, 2019). Therefore, it is possible to qualify for integrated teaching to provide knowledge, train skills, foster personality, develop qualities, and competencies for students. The combination of high school subjects has been done by the teachers, including the use of knowledge of social sciences for the teaching of Literature and integration of social science subjects together. However, the use is still limited, both in terms of content, methods as well as conditions for quality and effective implementation. Therefore, the study of the integration of social sciences subjects in teaching subject matter in secondary schools is essential and necessary, in order to contribute to

improving the quality of comprehensive education (Chen et al., 2019). This article analyses the situation of teaching social sciences subjects in high schools in Vietnam. In this study, the teaching capacity of the teaching staff is considered as the main parameter to evaluate the teacher's ability to innovation and integrated teaching. The results of the analysis will be the basis for developing proposed solutions to enhance the capacity of teachers of social sciences teaching to meet the requirements of renovating the general education curriculum. Therefore, the study of the integration of social sciences subjects in teaching subject matter in secondary schools is essential and necessary, in order to contribute to improving the quality of comprehensive education. This article analyses the situation of teaching social sciences subjects in high schools in Vietnam. In this study, the teaching capacity of the teaching staff is considered as the main parameter to evaluate the teacher's ability to innovation and integrated teaching. The results of the analysis will be the basis for developing proposed solutions to enhance the capacity of teachers of social sciences teaching to meet the requirements of renovating the general education curriculum (X. Phuong & Pham, 2019).

The Reality of the Capacity of Teachers to Teach Social Science Subjects to the Requirements of Educational Innovation

The document "Training of teachers and lecturers at general teachers' training institutions on training program development" (2017) has an overall assessment of the capacity of nearly 200 general teachers in 12 subjects (not based on qualifications): "Satisfactory: 75.3%; unsatisfactory: 16.6% and challenging to assess is 8.0% (Hernández-Amorós & Urrea-Solano, 2017). " Thus, about 25% of teachers still do not meet the requirements of teaching and educational competencies under the current program. If the new general education program is implemented in the next time with the orientation and requirement of changing knowledge content to developing quality and the capacity of learners with integrated and integrated teaching, differentiated teaching, creative experiences, the capacity of the general teachers are facing new challenges. Table 1 below shows the results of the capacity survey of teachers teaching 12 subjects at high schools conducted by the Ministry of Education and Training (Ministry of Education and Training, 2015).

Table 1: Competence of teachers lecturing subjects in high schools (Ministry of Education and Training, 2015)

Survey content	Ratio %			Average score
	Agree	Confused	Disagree	
Basically meets the requirements	81.8	18.2	0.0	2.8
There are many technical inadequacies	31.8	40.9	27.3	2.0
There is a positive trend	59.1	40.9	0.0	2.6
The teaching capacity of teachers is weak	13.6	51.9	27.3	1.9
New teaching methods have not been implemented	4.5	54.5	40.9	1.6

With the above results, there are still 31.8% of teachers are having many inadequacies in their expertise, 27.3% do not acknowledge this, and 40.9% of respondents are confused, the inadequate qualifications of teachers is an issue to be solved. Regarding the teaching capacity of teachers, 13.6% rated it weak, 27.3% disagreed, but the rate of confusion was quite high (51.9%). This shows that the level of confidence in the teaching capacity of teachers has not been confirmed. Regarding the implementation of new teaching methods, although 40.9% of respondents disagree (that is, it is recognised that new teaching methods have been implemented), 54.5% of respondents still have doubts. Thus, the teacher's implementation of new teaching methods remains a problem that has not been confirmed (Nguyen, Szkudlarek, & Seymour, 2015).

Table 2: Teaching capacity of teachers according to the requirements of the renovation of general education (Nguyen et al., 2015)

The teaching capacity of teachers as required for innovation	Level achieved%			
	Already firm	Yes, but not yet firm	Not yet	Difficult to assess
Ability to develop school programs, develop and develop textbooks	10.5	35.3	54.2	2.1
Teaching capacity oriented student capacity development	24.5	47.2	28.3	
Differentiated teaching capacity	18.9	44.6	36.5	
Integrated and integrated teaching competence	11.3	59.4	27.2	
Capacity to teach in the form of creative experience activities	5.5	52.7	41.8	
Capacity to organize self-study and self-research for students	16.3	67.5	16.2	
Capacity to use information technology (computers, Internet, social networks ...) in teaching	27.1	66.2	6.7	
Capacity to innovate, innovate and improve teaching quality	16.3	39.1	40.5	4.2
Ability to communicate and control emotions in teaching	21.6	44.6	28.4	5.4
Ability to adapt to different teaching conditions	20.2	39.1	40.5	
Capacity to build a learning environment (creating a learning environment: democratic, open, friendly, cooperative, convenient, safe ...)	27.0	44.6	28.3	
Capacity to build a learning environment (creating a learning environment: democratic, open, friendly, cooperative, convenient, safe ...)	17.5	51.3	31.0	

Table 2 shows that although teachers have the necessary capacity to meet the requirements of reforming general education, the number of teachers with substantial capacity is only around 20%; The existing but not substantial capacity still accounts for a high percentage (about 60%). The percentage of teachers who teach Social Sciences subjects that do not have the required teaching capacity to innovate is also the most, especially in program development capacity

(54.2%); teaching capacity by the method of creative experience (41.8%); The ability to innovate, innovate, improve the quality of teaching and the ability to adapt to different teaching conditions also has up to 40.5% of teachers teaching social sciences subjects which have not integrated and interdisciplinary teaching capacities; nearly 60% of teachers teaching social sciences are not sure.

The reasons for these problems are: Improving professional competence for lecturers and redesigning teacher training programs to meet the requirements of the new textbook program after 2018 of universities with pedagogical training still face many difficulties because this is a new job. A part of general teachers in general and teachers of social sciences subjects, in particular, have not escaped from the old teaching method, not sensitive and adapting to the situations and requirements of the new general education program. Currently, all educational institutions provide training for teachers, but it seems that there has not been much change in the way of teaching, there are still substantial forms and slow teaching methods. Many teachers teach social science subjects with relatively strong scientific knowledge but lack pedagogical competence, such as designing lesson plans, organising a lack of science, traditional art, the ability to communicate with students, conduct situations in teaching and education. This can be considered as the most significant limitation of teachers teaching social sciences. Thus, to overcome the problems mentioned above, the training and retraining in order to improve the teaching capacity for teachers of social sciences subjects are essential.

Proposing a Solution to Improve the Capacity of Teachers to Teach Social Science Subjects

Improving the Quality of Teacher Training for Teaching Social Sciences Subjects in Pedagogical Schools

Solution 1. Improving the Professional Capacity of Lecturers at Universities with Pedagogical Training

Improving the capacity and quality of lecturers in pedagogical training schools to meet the requirements of educational innovation is both a goal and a motivation and considered as one of the essential factors for the successful implementation of the primary and comprehensive renovation cause of Education and Training. Therefore, it is necessary to focus on fostering lecturers about: Professional ethics qualities; teaching capacity; program development capacity; scientific research capacity; social activities capacity; capacity to provide education, science and technology transfer services to high schools; international cooperation capacity on higher education, which focuses on the capacity of developing teacher training programs, general education programs towards the development of learners' capacity, combining theoretical knowledge with practice, Integrated teaching competence of students. To do this

well, pedagogical training schools need to develop plans to improve their professional qualifications and skills, in which focusing on integrating strong career competencies for young lecturers. Develop recruitment regulations that require skills, professional competencies for newly recruited lecturers, and regulations for general lecturers. Establish an advisory committee on skills, teaching ability for teachers, implementation, and monitoring periodically. Send lecturers to participate in training courses related to prestigious organizations in the country and internationally, approach positive teaching methods. Organizing training courses on teaching skills and competencies integrated into professional skills for lecturers.

Solution 2. Innovating and Redesigning the Teacher Training Program to Meet the Requirements of the New Textbook Program after 2018

The general education program is in the direction of inheriting and promoting the advantages of the current general education program, and at the same time, selectively referring and acquiring experiences of countries with advanced education. The new program is built in the direction of shifting mainly from knowledge to developing the quality and capacity of students. Therefore, the development of general teacher training programs in pedagogical training universities oriented to developing learners' competencies is an urgent requirement in the current period. Accordingly, the training program for teachers of social sciences subjects should aim to train qualified teachers to be able to teach in-depth Literature, History, Geography, and Citizens' Education and Social Sciences subjects in the following direction: The program should balance the ratio of general education knowledge to professional education, in which it is necessary to strengthen the general knowledge block, interdisciplinary integration so that graduates can undertake integrated teaching in high school. The program should have a balanced distribution of essential knowledge and professional knowledge, in which, the amount of time for the proposed professional knowledge block accounts for about 30% - 35% of the total volume of training programs, in which the internship, professional practice accounts for about 35% - 40% of the total volume of professional knowledge. This helps graduates gain practical knowledge and experience in professional and professional skills, able to undertake well-teaching jobs at high schools. The program should focus on integrating knowledge teaching with soft skills and career skills; strengthen self-study, self-research, and teamwork skills; practice theoretical and practical skills; promote the initiative and creativity for students to design experiential activities and guide students in scientific research in high schools.

Solution 3. Innovating the Admission Work to Select Candidates for Pedagogy with Functional Teaching Capacity

In recent years, many good candidates turn their backs on pedagogy, so pedagogical training is gradually lacking candidates who have enough heart, talent, and passion for the "career of

growing people." Pedagogy has unique characteristics in both professional and ethical competencies, so it is necessary to screen to select candidates capable of teaching and loving careers. To do this, in addition to the policies and measures that have been implemented for many years, the most decisive measure in the state, pedagogical training schools must have policies and measures to ensure output for students after graduation to get a job (to be taught correctly in high school). If the unemployment of pedagogical students is still persistent and not yet living with careers, no matter how hard the pedagogical training schools will attract students to the school. Also, in the admission work, it is necessary to perform the preliminary admission stage to select talented candidates and eliminate those who do not have enough heart, talent, and career passion.

Solution 4. Organise Teaching According to Students' Capacity Development Orientation

The training program to promote the active and creative capacity of learners should focus on the following principal contents:

Teaching-learning method for students: study plan, classroom learning method, self-study method, self-study, group work. Proper management of classroom learning and self-study by students using information technology. Innovating test methods and assessments according to the approach of learners' competencies. Organise the gathering of students on training programs, activities of lecturers, and the school after the end of the course and after graduation.

In order to implement well the contents mentioned above, departments and disciplines need to organise seminars/seminars on intensive teaching skills, invite excellent professional lecturers and outside experts to exchange and share experiences. Organise intensive skills courses that focus on skills such as planning lesson plans (scripts), designing questions and situations in teaching, developing evaluation criteria, writing lectures. Collaborate with schools and departments in organising, implementing, monitoring, and evaluating workshops and seminars to improve teaching skills. Create opportunities for lecturers to participate in national and international projects to improve their professional capacity associated with scientific research and approach effective teaching methods.

Improving the Quality of Training for Teachers of Social Sciences Subjects in High Schools ***Solution 1. Innovation in Training Content***

In order to help teachers equip knowledge, skills, as well as update information necessary to be able to complete their work well, the following tasks need to be done: Informative training for teachers about schools: Mainly providing information and knowledge about organisational structure, strategies, missions, visions to new teachers, help them get acquainted, understand the culture and the core values of the school. These activities also aim to help teachers be aware

of weaknesses, strengths, and opportunities and challenges related to the development of the school, to the development goals of each teacher accordingly.

Fostering skill development: Mainly providing teachers with the skills and experience necessary to perform the job to help them gain new skills when their jobs change, or there is a change in equipment, technology, or new management organisation.

Professional training: Demonstrating through the dissemination of new knowledge, interdisciplinary knowledge; The knowledge is unique, but the content changes to avoid being outdated compared to the requirements of each period or historical period.

Capacity building: Capacity to organise teaching according to capacity development orientation; capacity to develop the subject curriculum; capacity to apply information technology and use of teaching equipment; capacity to inspect and evaluate according to capacity approach; integrated teaching competence; capacity to organise experience activities for students; capacity to organise vocational education activities to meet the requirements of new high school programs; teaching capacity in the direction of lesson study; ability to teach according to STEAM method; counselling capacity and psychosocial support school; capacity to coordinate family, school and society in educating students; capacity to organise scientific research activities for students ...

Solution 2. Innovation in the Form of Training

This solution aims to diversify forms of training to meet the continuing professional development needs of each teacher. Organising refresher classes suitable for each subject of the teacher, which focuses on effectiveness, promoting the active, positive, and creative role of learners. Increase learning time by videotape, lesson time, illustrative lecture, and exchange ideas after the lesson. Organise, direct well the evaluation of teachers' training results based on encouraging and encouraging learners. Organise and direct the development of teachers' self-training and self-fostering plans in each semester and school year with various and diversified forms to maintain and improve the quality of fostering books to meet the requirements of renewing the general education program.

Promote professional activities (overtime, lecture ...) in clusters of schools and inter-schools to create a forum for teachers to share, learning experiences, and foster each other. Organise for teachers to visit reality study from schools with experience in training to expand the exchange relationship, exchange of experiences in teaching, thereby applying flexibly and creatively in the teaching of each teacher. In order for this form to be effective, managers need to choose a typical sightseeing model, with experiences or possible services for the training content.

Fostering regular thematic classes by lecturers, experienced experts guide self-study, practice, systematise knowledge, answer questions, guide difficult, and new content for teachers. In addition, there are: Fostering textbooks to teach new programs; regular maintenance cycle; fostering standardisation and raising standards; fostering physiological ages; fostering teaching methods; fostering methods of examining and assessing learning results suitable to each type of students; fostering organisational skills after school activities; fostering skills in using teaching aids and equipment; fostering for newly recruited trainees.

Provide training materials for teachers for each content or topic for teachers to self-study and self-foster at home (those topics must be new topics that are suitable for renovation requirements, such as Teaching according to the orientation of developing students' capacity; integrated and integrated teaching; differentiated teaching; organise creative experience educational activities; methods, forms of teaching and ways of testing and evaluating according to students' capacity development orientation. These documents need to be written in the form of a handbook with specific instructions for teachers to manipulate, avoid academic and theory easily.

Fostering learning through the self-study of teachers combined with professional and collective activities at professional groups, subject groups of schools, inter-schools, or school clusters. This form of training will help teachers be more active in developing self-training plans suitable for the assigned work and teaching and education activities. In order for self-training to become a self-interest and interest of teachers, management levels need to focus on guiding self-training methods, providing sufficient and timely training materials related to in-depth expertise, encouraging encouragement, and considering this as a criterion to evaluate the professional development ability of each teacher.

Solution 3. Innovating Methods of Fostering

Depending on the training needs of each teacher, the school may encourage them to use different training methods, such as:

The Method of Fostering by Being Expert-Centered: experts providing knowledge and experience, teachers absorb and apply (invite experts on reporting some topics). Strengthen practice capacity to apply theory to solve everyday situations in professional practice (simulation methods and case studies). The method of fostering by using audiovisual means, recording video lessons to discuss the analysis and learn from experience. The Mirco-teaching method means organising short lessons in a small class and analysing and evaluating.

Online Self-Training Method: One of the advantages of online fostering is that learners can actively learn, can easily adjust their study time, and choose the level that is right for them. Also, online self-training has many other benefits, such as saving costs and time.

Teaching Method by Tutoring: Unit assigning experienced teachers to provide or share their knowledge and skills directly to teachers with weak skills or new teachers. This is the most direct approach to knowledge. This training method is suitable for apprenticeship guidance for newly graduated teachers.

In order to do well the above training, the Department of Education and Training and the Department of Education and Training of districts need to survey and reassess the capacity of teachers to teach Social Sciences subjects accurately and objectively, from which to compare with the requirements of the new general education program to clearly see what is needed and missing from teachers of social studies subjects. From there, determine the content that needs to be fostered for teachers to teach social science subjects and build training programs to suit the practical needs in their locality. On the side of high schools, teachers need to be organised to attend summer training classes organised by the Department of Education and Training and the District Education and Training Department; organise the study and research of professional theoretical materials at the team and school; strengthen research, exchange, discussion in groups, professional groups and apply each problem to meet the requirements of the new general education program; organise alternating study sessions, integrate them into professional activities, train weekly, monthly professional skills in professional groups, subject groups or lectures, good teachers at all levels; create favourable conditions for teachers to foster themselves; arrange and arrange for teachers to be fostered at schools with pedagogical training or invite experts and highly qualified lecturers to foster and train teachers directly; connect with schools with pedagogical training to organise short-term and long-term training courses depending on the program, specific training content of the school to bring the highest efficiency in improving the teaching capacity of teachers.

Conclusion

Facing the renovation requirements of the general education curriculum, the education sector in general and the universities with pedagogical training in particular need to have critical solutions in teacher training such as: improve the quality of teaching staff, renovate the curriculum and methods of teaching and students' input. Besides, the renewal of content, form, and method of fostering for teachers working in high schools is essential. This requires state management agencies and schools to have policies, increase investment, and effectively use all resources to improve the quality of education today.

It can be said that the proactive innovation of teaching methods in social sciences is an indispensable trend in the context of the information technology boom. However, the actual work of preparing for an integrated, experiential, and practical lecture requires much more elaboration and meticulousness for teachers in lesson planning and program planning.



Especially in the experience activities, we need the support of funds, facilities, transportation, picnics, costumes. To solve these arising problems, schools and teachers are still actively campaigning for funding, cooperation, and assistance of service providers, such as transportation, monuments, museums, and cultural rooms.

The departments of education need to conduct research on renovating the content and methods of teaching social sciences and humanities subjects in the next time. Primarily, there is a preparation step for the change process of education and training since 2020, creating momentum to bring the social sciences subjects back to its right position. Each province or city implementing well the project of training and retraining the managerial staff, professional training for teachers is the critical task. Actively research the content, textbook program, teaching, and testing methods, guide teachers and students to organise good teaching and good learning.



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