

APPROACHING DYNAMIC TEACHING IN REALITY OF VOCATIONAL TRAINING ORGANIZATIONS WHERE ETHNIC MINORITY STUDENTS STUDY IN VIETNAM

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This theory is not new to vocational training in Vietnam, but the nature of Dynamic Teaching is not well understood and applied by all the teachers in teaching process. More specifically, for vocational training institutions with ethnic minority students studying, Vietnamese language is also considered as a foreign language for them to integrate their study with the majority of students of Kinh ethnic group. At the same time, they try to master Vietnamese to integrate their study and learn English, so they have to face with much more difficulties than students of Kinh ethnic group. They need far more teachers who have the most effective teaching methods to help them overcome the difficulties in acquiring knowledge. At school, they not only need knowledge and related professional skills, but they also expect teachers to be equipped essential soft skills so that after graduation they can confidently integrate into labor market to have a stable job.

Keywords: Two-way teaching methods; Creative and dynamic teaching; Ethnic minority students; The process of teaching; Professional skills of ethnic minority students.

Introduction

Harman Benda and Win Wenger - pioneers in the fields of creativity and creative method, accelerated learning, brain and mind development showed that: ‘You could use the Dynamic Teaching process which uses the student’s life experiences and context (guided by the instructor) to learn the information being taught. The student uses his or her own perceptions and descriptions to anchor the information in his or her mind. Dynamic Teaching is considerably less work for the teacher than the traditional teaching methods’.

The students are not new to school, they are not ‘tabula rasa’, but consent to the teachers controlling their learning according to the teachers’ preferences. The model of instruction where the teacher draws a cat and the students imitate the drawing, simply reinforces a stereotype. This is just a one-way teaching style, losing the potential creativity of the students, so that they gradually become passive, reply only when asked, and lack the confidence to do otherwise. This reduces student creativity, until, ultimately, they become ultra-cautious and they withdraw into their shells like snails.

Theory basic

Dynamic Teaching is a guide to effective group management techniques and to modern Socratic Method. It is based on three fundamental principles:

1. People mostly learn by relating information to their prior experience and the contexts they have already built.
2. Anything you describe in detail, while examining it closely, you discover more and more about.
3. You get more of what you reinforce.

When put into practice, these three principles achieve the original purpose of the Socratic Method, a method used to get people to examine their perceptions and to describe what they discover in order to learn.

In Dynamic Teaching, a process called a buzz group integrates all three principles. The goal of buzz groups is to ensure that the class achieves your goal and that your students fully understand your points from their perspective. Without effective group management, buzz groups tend to fail. You will learn about the Water Glass and Relevancy

Challenge techniques which are fundamental to group management. Additionally, there are specific techniques depending on your objectives.

The group-focusing techniques enable any leader or teacher to give every member of a class or group a significant experience while maintaining the strongest possible focus on the topic being addressed or taught. Dynamic Teaching elicits focused communications in a way which causes the information shared to reflect the highest thinking and actual genius of the group!

As a result of the group-management techniques and buzz groups, the average student experiences in one week as much opportunity to articulate his or her perceptions and thoughts as he or she normally gets in a year! This practice, as might be expected, profoundly and cumulatively improves student command of language and reading comprehension skills.

The Dynamic Teaching method requires the teacher to be much more flexible and alert, and prepared for all eventualities. She or he must anticipate a range of situations that may occur while conducting a lesson in this manner. In fact, many teachers are too focused on the use of teaching aids and forget that, beside the knowledge and skills they provide, the learners urgently need to develop other, underpinning soft skills that will encourage them and give them the confidence to launch their careers after graduation.

An Example of Approaching Dynamic Teaching in Reality of Vocational Training Organizations Where Ethnic Minority Students Study in Vietnam

This theory is not new to vocational training in Vietnam, but the nature of Dynamic Teaching is not well understood and applied by all the teachers in teaching process. More specifically, for vocational training institutions with ethnic minority students studying, Vietnamese language is also considered as a foreign language for them to integrate their study with the majority of students of Kinh ethnic group. At the same time, they try to master Vietnamese to integrate their study and learn English, so they have to face with much more difficulties than students of Kinh ethnic group. They need far more teachers who have the most effective teaching methods to help them overcome the difficulties in acquiring knowledge. At school, they not only need knowledge and related professional skills, but they also expect teachers to be equipped essential soft skills so that after graduation they can confidently integrate into labor market to have a stable job.

During my years of work related to vocational training, I have had plenty of opportunities to work with many vocational education organizations, including the units with many ethnic minority

students in Ha Giang, Lang Son, vocational training centers in Ninh Thuan (with many Cham ethnic students), educational institutions and vocational training centers in the Vietnam's Central Highlands (with many Koho, Jarai, Bahnar, Ede students), and abroad, working with various professionals in the field; I must have observed thousands of lessons taught by vocational teachers. I find predominantly that they deploy traditional, one-way teaching methods. Of course, no teaching method is universal, and each method has its own strengths and weaknesses. The traditional one-way teaching method helps the teacher to be proactive in every situation and to control the class easily, according to the pedagogical intentions anticipated in pre-class planning. However, I am committed to more 'Dynamic Teaching'. The reason, at its basic level, is that students learn not only their required knowledge and professional skills, but also train to receive essential, underpinning soft skills, and gain experience through more interactive communication to self-develop. They discover their strengths in communicating and learn to identify weaknesses they need to overcome. Especially ethnic minority students, they need to be equipped with a lot of essential soft skills to get a stable job in the job market with increasing and professional skills.

Recently, I had an opportunity to work directly with an experienced British teacher – a volunteer who was working to help disadvantaged students to improve proficiency in English in a vocational school where lots of students from ethnic minority groups study. For the first two weeks, he respected the methodology of the Vietnamese teachers of the school, who were applying the traditional one-way teaching method. But he began to recognize that the students, especially the students from ethnic minority groups became more and more timid, unable to contribute or talk unless directly requested by the teacher. He began to feel a sense of desperation at the lack of progress, and the task resembled the Greek myth, where Sisyphus is condemned to push a rock up a hill, only to watch it roll down the other side, and endlessly repeating the experience. Two weeks later, he adapted his approach and decided to apply the Dynamic Teaching methods to his classes. The result in some classes was quite successful right from the first teaching hour, but other classes needed exposure to the different teaching style for longer, because the students were familiar with the old system, and were not yet ready to approach a new pattern of learning. So, for example, while conducting a vocabulary lesson, he performed in a form of a conversation exchange from the beginning of the lesson. As the dialogue developed, the students became much more involved, and actively communicated with

him: the outcome was a two-way response, and the process of interaction between the teacher and students became natural and seamless. He and his students gained a lot of information from each other. Some students tried to keep their unique answers, even though their answers might be hilarious, and they would not change at the teacher's suggestion – which indicated rising levels of self-confidence. The lessons became less formal, more enjoyable for all, as the distance between the British teacher and his Vietnamese students was minimized.

Ss' feedback on the British teacher's lessons

	What did the students learn from the British teacher's lessons?	What did they feel as taught by the British teacher?	What will they do for the lessons be better?
Class 1	<ul style="list-style-type: none"> •Correct pronunciation, especially the ending sounds. •The way to communicate friendly, •How to tell a story interesting. 	<ul style="list-style-type: none"> •They are beginning to feel a love for English and to dream a job in a foreign enterprise in the future. •They enjoy the lessons, feel joyful, easy-going, but a little bit nervous sometimes. •They believe that their studies will be better one day soon with the British teacher 	<ul style="list-style-type: none"> •Get their study of English ready before the lessons started.
Class 2	<ul style="list-style-type: none"> •Say a word beautifully, •The way to communicate enthusiastically, friendly, How to tell a story attractively. 	<ul style="list-style-type: none"> •No fear, more self-confident, not stressful, joyful, ebullient •They would like to have more the British teacher's lessons. •They don't want to be absent from his lessons, they like to learn English 	<ul style="list-style-type: none"> •Work harder •Much preparation before the class
Class 3	<ul style="list-style-type: none"> •Read English words accurately •How to learn vocabulary •Work responsible and enthusiastic 	<ul style="list-style-type: none"> •Joyful •Like the lessons •Don't want to absent •Want the British teacher teach English for them longer. •There is no gap between them and the teacher from the UK 	<ul style="list-style-type: none"> •Concentrate their attention on the lessons •Do homework and prepare the lessons before the class. •Don't be afraid to say and speak in English. •Don't be afraid of mistakes •Hand up ebulliently

After nearly two months working at the vocational school, he finished his volunteer work. The students were beginning to respect him and were reluctant to see him go when he returned home. Most of the students are male adolescents, but I witnessed some tears being shed.

Conclusion

With this paper, I want to send this message to those of you who teach, or those who will do the job of teaching in the future: Give the learners, more specially the ethnic minority students what they really need, even if it is at first unexpected or even disruptive.

Innovating teaching methods is an indispensable direction for Vietnamese education to integrate regional and world education. Innovating methods towards developing dynamics and creativity of learners. Dynamic Teaching always directs students towards self-determination of their own ability to actively improve themselves with the help and orientation of teachers. Ethnic minority students who study at vocational schools, have to cope with many difficulties and must make every their effort to integrate their studies with the majority of students of Kinh ethnic group. Therefore, they need and do need more teachers who have the most effective teaching methods to help them overcome difficulties in acquiring knowledge and skills. At the school, they not only need knowledge and related career skills, but they also expect from their teachers essential soft skills, so that after graduation they can confidently integrate into the labor market and have a stable job.

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TIẾP CẬN DẠY HỌC NĂNG ĐỘNG TRÊN THỰC TẾ TẠI CÁC CƠ SỞ ĐÀO TẠO NGHỀ CÓ SINH VIÊN DÂN TỘC THIỂU SỐ THEO HỌC Ở VIỆT NAM

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Tóm tắt: Lý thuyết về dạy học hai chiều, dạy học sáng tạo, dạy học năng động không phải là mới đối với đào tạo nghề ở Việt Nam, nhưng bản chất của dạy học năng động chưa thật sự được hiểu rõ và áp dụng đúng bởi tất cả các giáo viên trong quá trình dạy học. Đặc biệt hơn nữa, đối với các cơ sở đào tạo nghề có sinh viên dân tộc thiểu số đang theo học, đối với nhóm người học này tiếng Việt cũng đã được xem là ngoại ngữ để họ hòa nhập việc học tập với phần đại đa số sinh viên là người dân tộc Kinh. Cùng một thời gian họ cố gắng thành thạo tiếng Việt để hòa nhập việc học tập, vừa học tiếng Anh, nên họ gặp khó khăn hơn nhiều so với sinh viên người dân tộc Kinh. Họ cần hơn nhiều những người thầy có phương pháp dạy học hiệu quả nhất để giúp khắc phục những khó khăn trong quá trình tiếp thu kiến thức. Đến trường học, các em không chỉ cần kiến thức và các kỹ năng nghề nghiệp liên quan, mà các em còn mong đợi người thầy chỉ dẫn các kỹ năng mềm thiết yếu để sau khi tốt nghiệp các em có thể tự tin hòa nhập vào thị trường lao động để có một công việc ổn định.

Bài viết luận bàn về phương pháp dạy học sáng tạo, dạy học năng động với mục đích tạo ra sự tương tác tích cực giữa thầy và trò trong quá trình dạy - học.

Từ khóa: Phương pháp dạy học hai chiều; Dạy học sáng tạo, năng động; Sinh viên dân tộc thiểu số; Quá trình dạy học; Kỹ năng nghề nghiệp của sinh viên dân tộc thiểu số.