Using Some Effective Teaching Methods: A Case Study in Vietnam

Nguyen Van Hiep¹; Pham Ngoc Tram²

¹ Thu Dau Mot University, Binh Duong Province, Vietnam. Email: hiepnv@tdmu.edu.vn
² Thu Dau Mot University, Binh Duong Province, Vietnam. Email: trampn@tdmu.edu.vn

Corresponding author: Pham Ngoc Tram. Email: trampn@tdmu.edu.vn

ABSTRACT

Higher education reform in Vietnam is a topic that is constantly debated and approached from various perspectives depending on the time and needs of society. The paper analyzes and assesses contemporary university teaching methods in Vietnam using a system-structure approach. On this foundation, the article suggests how to implement effective university teaching methods in education in response to changes in the nature and content of labor, while also meeting the aspirations and conditions of learners, in the direction of gradually increasing the "gray matter" content of learners; developing professional skills and creating favorable conditions for a career change; improving the quality of labor in terms of quality, ethics, and behavior; enhancing flexibility, and creating favorable conditions for a career change.

Keywords: higher education, method, application

INTRODUCTION

Renovating university teaching methods is an objective requirement in improving the quality of higher education in Vietnam, in line with global development trends; meeting labor market requirements in the context of deeper innovation and international integration. The knowledge of inheriting and creating based on selecting the values of the old methods, absorbing and learning them is the knowledge of renovating teaching methods in Vietnamese universities, not the abandonment of all traditional teaching methods. Request fresh and current teaching methods to develop capable and dynamic individuals who can contribute to the country's overall development.

The goal of university teaching innovation is to not only prepare successful individuals and responsible citizens but also to expose students to the benefits of learning so that they are comfortable with their studies. Regardless of major, explore a wide range of themes and experiences at university or in the real world. To address social requirements, university teaching methods in Vietnam are being renovated by selecting and inheriting ancient teaching methods as well as absorbing and using current teaching methods.

Universities in Vietnam continue to use astringent and widely used traditional teaching
techniques known as the presenting method. The scientific foundation for this method is that when information and knowledge reach the learner's brain, they are changed and stored in memory, where they can later be accessed when needed. There are still some teachers that employ the presenting method well in practice. However, the traditional teaching method, in which the teacher primarily speaks and the student listens; the teacher reads and the student's copy; and the teacher projects and the student's copy, has revealed some limitations: not encouraging the active role of learners; learners often passively affect their learning ability and ability to concentrate; discourage multidimensional information exchange; the lecturer conveys information one-way, does not control the time that learners spend learning the lexis; the lecturer conveys information one-way, does not control the time that learners spend learning. Learners must listen, take notes, and try to remember to repeat what they have learned because final exam questions and graduation often demand recalling memories; learners must utilize a lot of memory, weariness, stress, and pressure to learn successfully. The purpose of this essay is to examine good university teaching approaches and how they might be applied to higher education in Vietnam today.

LITERATURE REVIEW

PISA (Programmer for International Student Assessment) is a survey, research, and evaluation program for teaching and learning in Germany that began in 2000 (OECD, 2013). The deficiencies of German education in general, and teaching humanities and social sciences in particular, have been highlighted by the research. And this study has been compared to a "PISA shock," providing a boost to Germany's education reform since 2000 and placing the burden of teaching "capacity building" on the shoulders of higher education (OECD, 2005).

In India, teaching innovation is also focused on capacity building, with the goal of "maximizing advantages" for students. The National Curriculum Framework of India, which was adopted in 2005, promotes the following five principles:
- Connecting knowledge with life outside of school
- Ensure that teaching is not confined to rigid methods
- Make the curriculum richer than what is found in textbooks
- Make exams and tests flexible and integrated with the classroom environment
- The most important thing is to nurture an identity that is expressed through an interest in the democratic polities of the country (National Curriculum Framework, 2005).

To "maximize the benefits" of learners National Curriculum Framework focuses on 1/Encouraging learners to think and helping them develop problem-solving skills - asking questions, high thinking skills (HOTs questions); Life skills: critical thinking, effective communication, creativity, civic responsibility, self-awareness, emotional control, interpersonal relationships, empathy, observation; 3/Problem solving skills; 4/ Ask value-based questions.

In addition, in the process of altering educational methods in general, and reforming higher education methods in particular, some other authors noted the "maximizing benefits" of learners. According to Wallace, Ruth, and Wolf Alison, material and spiritual
values cannot entirely supply human needs and aspirations in a community, hence human conduct is driven by the urge to rationally maximize advantages. His very own (Wallace, 1999).

Rationality in educational choice,” says Tobias Andersson. A study on decision-making and risk-taking in the classroom” looked at educational options, their rationale, and how students make their educational decisions. The author has underlined the advantages of students' educational alternatives, "maximizing benefits." (2009, Tobias Andersson.

David R. Shans conducted a practical survey in the field of education about learners' choices in learning tasks in the article: A survey on the appropriateness of the rational choice method. Many difficulties around "maximizing advantages" for learners have been clarified as a result of research findings (David R. Shans, 2002).

In his paper "The postulate of rationality in economics: Its ambiguity, inadequacies, and evolutionary substitution,” Viktor J. Vanberg detailed some of the rational principle approach's concepts. Acceptable theories and hypotheses; and stress human "benefit maximization" behavior; at the same time, understanding "utility maximization" conduct is vital to avoid probable mistakes in solving the problem (Viktor J. Vanberg, 2002).

According to the National Curriculum Framework, the goal of social science education is to improve students' understanding of society by giving social, cultural, and analytical abilities that will help them adapt to an increasingly global environment. To tackle challenges of political, economic, and social reality, they must be both rapidly changing and interrelated. Teaching social science contains three primary content circuits, according to the National Curriculum Framework: 1/History, 2/Geography, and 3/Social and Political Life.

The National Curriculum Framework focuses on 1/Encouraging learners to think and helping them develop problem-solving skills - asking questions, high thinking skills (HOTs questions); Life skills: critical thinking, effective communication, creativity, civic responsibility, self-awareness, emotional control, interpersonal relationships, empathy, observation; 3/Problem solving skills; 4/Ask value-based questions.

Nguyen Van Hiep (editor) is the author (2019), Thu Dau Mot University's guidebook for Vietnamese higher education teaches and learns profoundly according to the principle of active harmony education. Vietnam National University's publishing house in Ho Chi Minh City. The work is extremely substantial, a large-format book with a thickness of 585 pages, 15 chapters, and a system of tables and appendices with colorful and easy-to-understand pictures. From pages 528 to 569, the work devoted an entire chapter, Chapter 14, to the theme "Innovation of teaching and learning in the group of social sciences and humanities," with four contents:

1/ Developing a teaching model according to the reverse method for students of the Faculty of Economics.
2/ Online teaching of political theory subjects at Thu Dau Mot University
3/ Applying the experiential model in training students majoring in pedagogy
4/Innovating the examination and assessment of the English language industry)

The philosophy of active harmonious education guides the profound teaching and learning work, thus the topic "Innovation of teaching and learning in the group of social
sciences and humanities" is used in that direction. This is also a work to which we refer and from which we inherit. Vietnamese universities' current common approach is to provide students with as much knowledge as possible so that they can graduate with a sound foundation. I'm quite interested. Teaching methods and organizational structures are both out of date. The following are the findings of a field assessment undertaken by the US National Academy of Sciences in 2006 on Vietnamese university teaching and learning methods: "Teaching methods are ineffective, too reliant on lectures." Too much emphasis is placed on memorization by rote without emphasizing conceptual learning or high-level learning (such as analysis and synthesis), resulting in superficial learning rather than in-depth learning; students learn passively" (Pham Cong Nhat, 2014). Vietnamese universities' current common approach is to provide students with as much knowledge as possible so that they can graduate with a sound foundation. I'm quite interested. Teaching methods and organizational structures are both out of date. The following are the findings of a field assessment undertaken by the US National Academy of Sciences in 2006 on Vietnamese university teaching and learning methods: "Teaching methods are ineffective, too reliant on lectures." Too much emphasis is placed on memorization by rote without emphasizing conceptual learning or high-level learning (such as analysis and synthesis), resulting in superficial learning rather than in-depth learning; students learn passively" (Pham Cong Nhat, 2014). In general, works that emphasize the teacher's role must create learning opportunities that encourage students to explore, apply, analyze, and evaluate ideas through a variety of activities; active, active, and active teaching methods that encourage learners to take initiative; build learning motivation, and form lifelong learning habits.

METHODS AND MATERIALS

Strategy: Marxist-Leninist worldview and Ho Chi Minh's philosophy of human development; interdisciplinary, multidisciplinary, and transdisciplinary research approach; Utilize the SWOT analysis; Maximize utility by applying rational choice theory.

Methods of research include historical, logical, quantitative, and qualitative approaches.

RESULTS AND DISCUSSIONS

1. Teaching strategies that are effective

Problem-solving strategy

What to do and how to get each instructor to take on the job of "developing people" using the most effective teaching methods may differ depending on the situation. However, for university lecturers who want to teach properly and efficiently, the most popular answer is to conduct good scientific research.

Because scientific research allows university instructors to hone their creative thinking skills, research capacity, approach, familiarize themselves with the scientific environment
and develop a scientific working style. As a result, I was able to contribute to the clarification of various scientific problems as well as the resolution of practical problems that arose, all of which helped to improve the quality of teaching. According to the author group Nahid Shirani Bidabadi, Ahmmadreza Nasr Isfahani, Amir Rouhollahi, and Roya Khalili (2016) (Nahid Shirani Bidabadi, et al., 2016), lecturers' quality of teaching and scientific research have a dialectical relationship; he cannot teach well without good research results, and vice versa; "research shows that being interested in research in universities does not meet the (Nahid Shirani Bidabadi, et al., 2016).

University lecturers who have positive scientific research findings, a strong love for scientific research, and are frequently engaged in the subject of scientific research will be in charge of teaching. "If a lecturer is enthusiastic in his or her profession, he or she will spend more time studying the syllabus and related papers and routinely update information about their teaching field; this perspective in teaching and its effect on students is also highly successful," says the professor (Nahid Shirani Bidabadi, et al., 2016).

As a result, the growth of university lecturers cannot be isolated from scientific research activities to strengthen the capacity of effective teaching methods. In the context of the current industrial revolution, this is also a regular and vitally important responsibility for every instructor. 4.0. To effectively perform three important functions of university teachers: the creative function, the critical function, and the educational function, it is necessary to closely link research and teaching. To put it another way, combining the intellectual levels of scientists and university lecturers is the most effective technique to achieve the most effective teaching method, as well as the foundation for the lecturer to stand firm in the area. future.

**Lecturers**

Lecturers play a significant role in determining the efficacy of educational approaches. The instructor plans and monitors the lesson's progress during the lecture. This means that the learning process follows a set of rules, and even minor deviations from the original design may be swiftly corrected. Lectures can impart information to a big group of people at once. As a result, educational institutions' running costs will be greatly reduced, allowing for the acceleration and simplification of the teaching process.

In practice, however, the lecture is delivered via the presentation approach, which is essentially a teacher monologue. The lecturer is active, the person gives his presentation, and the student is passive in absorbing information from the teacher, which includes participating in a short discussion at the end of each lesson.

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<th>STRENGTH</th>
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<tr>
<td>-Suitable for detailed subjects such as history, literature, and so on. Present factual information logically and directly.</td>
<td>-Boring for learners.</td>
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<td></td>
<td>-Focus on information rather than learners.</td>
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<td>-Experts are not always good teachers.</td>
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</table>
There are some inspirational experiences in this book.

This is a thought-provoking piece that deserves to be discussed.

This strategy is both cost-effective and practical for a large number of pupils.

Instructors have complete control over the amount of time students spend learning and the materials they use.

- Passive learners.
- Learning is difficult to evaluate.
- Communicate in a monotonous, one-way manner
- No distinction between learners

**Tables: Summary of strength and appreciation for lesson**

A conventional classical lecture usually has three parts: an introduction, the main body, and a conclusion.

The purpose of the introduction is to make a relationship between the topic and what has previously been studied, as well as to outline the lecture's objectives and plan. The most significant and useful part of the lecture is the second part (main body). Here, the instructor reflects on the problem's key ideas and theories, gives many points of view, and provides values and judgments. The latter half of each lesson is devoted to a summary and conclusion of the material covered. Then future course materials can be offered, as well as student orientations for individual work.

Electronic lectures are now available, in addition to traditional lectures, in this era of rapid information technology growth. This is a method of teaching that makes use of technological gadgets such as phones and computers connected to the Internet. Teachers will make electronic lectures utilizing technologies that allow for video, audio, and other types of recording. These lectures, like regular lectures, contain material and graphics that are organized logically. To offer learners specific knowledge and abilities, use logic. As long as the devices you use to turn on the lectures have an Internet connection, you can learn anywhere, at any time.

The use of information technology in lectures will make the materials more vivid, allowing students to absorb information more simply and flexibly. The program that was used to create the electronic lectures Today's most used e-lecture editing tool is Powerpoint. Electronic lectures are frequently created using a variety of applications, including Microsoft Powerpoint, Lecture Maker, Adobe Presenter, and others. Microsoft Powerpoint is probably the most familiar software to most of us because of its simple interface, almost complete feature set, and best of all, it's completely free.

It is vital to have a clear understanding of the topic when giving electronic lectures. Lecturers convey content in a logical, systematic, and motivating manner; they provide a clear and understandable explanation of pertinent individual facts and phenomena, as well as a generalized overview. Lecturers must be able to teach utilizing a variety of methods, tools, and equipment.
**Conversation and debate**

The lecturer will construct successful teaching activities, establish a comfortable learning atmosphere, and recognize the talents and views of learners using the discussion method process. The lecturer helps the students identify the problem by describing the goals and objectives of the discussion activities. This allows the students to work hard to fulfill their duties as well as the information and skills that they can gain from them. Discussions.

Dialogue is an exchange of ideas between two or more persons. People freely express their thoughts on a topic during a dialogue. This can be viewed as a constructive technique to gain new information while also learning to tolerate the viewpoints of others.

Dialogue is a type of direct conversation in the classroom about a topic that students are interested in. The goal is to respond to students' queries and desires, to assist students in developing the right perception, a more comprehensive and objective view of a particular subject, and to assist students in practicing their viewpoint. concepts, create a lofty life ideal for oneself, have a will, and act self-consciously, actively, and responsibly. Dialogue is the direct "talking back and forth" between the speaker and the listener. Listeners are no longer passive participants; instead, they are encouraged to take initiative, express their thoughts, and be creative.

“The discussion and dialogue method is a method of using questions and answers to achieve specific goals. This method belongs to the Greek philosopher Socrates, as he used it to make his followers approach the truth. This method depends on three factors: sender, receiver, and message. The message represents the topic of dialogue, while the sender can be the receiver and vice versa at the same time” (Nahid Shirani Bidabadi, et al., 2016).

Discussion and dialogue methods tend to increase students' confidence, demonstration, and persuasion; open research topics; organize and manage the thinking process and discover the weaknesses and limitations of learners to have solutions to overcome, making students more active and stronger. Using this method well, encourages innovative thinking in students, allowing them to critique and criticize the answers of others. The discussion process will explain the information and make it clear and understandable; increase the possibility of generating constructive questions; increased opportunities for participation and problem-solving abilities.

Use discussion and debate approaches to improve students' speaking, expression, and the art of using appropriate linguistics; is the setting, which creates the conditions for the formation of positive emotional interactions.

When applying the discussion and dialogue method, the lecturer should spend some common questions for all members to ensure success in the objectives and plan of the lecture. Pay attention to developing questions that motivate students to generate new, creative ideas and problems. Listen to learners' answers; Encourage students to create questions; Control and manage your time well.
Reduce questions – answer: yes/no. Increase the question according to the problem, according to the principle 5 W - 1 H stands for the following words: What? Where? When? Why? Who? How?

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<tr>
<th>STRENGTHS</th>
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<tr>
<td>- Suitable for a wide range of students.</td>
<td>- Need to invest time and effort (time-consuming).</td>
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<tr>
<td>- Social topics, such as smoking, drugs, gambling, epidemics, entrepreneurship, employment, unemployment, and so on, are better taught through conversation and dialogue.</td>
<td>- Need skills in questioning and asking individual questions.</td>
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<tr>
<td>- Collect information and suggestions from the group.</td>
<td>- Not suitable for detailed topics.</td>
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<td>- High efficiency in experience presentation and analysis.</td>
<td>- The effect is not high for a class with more than 20 people.</td>
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<td>- Allow everyone to take part in a hands-on process.</td>
<td>- The classroom may be disorderly.</td>
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<td>- Create an atmosphere of excitement and enthusiasm among the participants.</td>
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<tr>
<td>- Participants improve their communication and interaction abilities, particularly in terms of presentation and speaking.</td>
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<td>- Deal effectively with disparities in learners.</td>
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Tables: Discussion and dialogue methods summary strengths and weaknesses

**Self-study and group study**

Group learning is an activity formed based on the success of group learning, organized by the lecturer. This method depends on dividing learners into separate teaching groups with different learning situations. Each group consists of five to eight people learning to achieve a goal. Group study is an effective teaching method, improving the quality of student learning.

To begin with, studying in groups will assist students in recognizing their strengths and shortcomings.
Not everyone is knowledgeable in all areas; some people excel at one subject while others excel at another. Studying in groups can help learners see their strengths and shortcomings, and they will be able to relate to many positive aspects of the group, resulting in a more effective study method.

Second, develop a culture of accountability. Studying in groups, doing group exercises is a common outcome of the assessment. Effective group learning will often set its own rules and requirements, creating dynamics and balance for team members.

Finally, improve your ability to think and reflect. When debating an issue, group study is supportive, cooperative, and competitive at the same time. As a result, team members will be able to think more quickly, be more critical, and be more creative. Learners can delve deeper into useful knowledge that they might otherwise overlook or neglect in packed classes because of the group learning setting. Group study, on the other hand, is the self-creation of a fixed study period, improved attention, and incentive to study in an environment where there is a chance of competition within the group.

Self-study is the ability to conduct research and gather information without relying much on others. Students are encouraged to have the skills to self-study in a university setting. Self-study students will explore, apply, and relate their knowledge and self-discovery material to solve challenges when faced with difficult problems. As a result, the learners will have a better recollection of the information. Furthermore, the benefit of studying alone or studying for examinations alone allows students to be more flexible with their study time, easily choose a study location, and divide their study time according to their needs. Self-study has numerous advantages:

- **Active Memorization**
  Self-study allows students to think calmly about difficulties and grasp new information; it also allows them to review what they already know and remember it better.

- **Possibility of developing significant ideas**
  Self-study will be the driving factor in assisting students in furthering their exploration. Learners will be constantly dubious during this process, often doubting themselves, which is a prerequisite for the birth of new ideas; there have been unexpected ideas that have transformed the world in extraordinary situations.

- **Will training**
  Self-study is a method of putting one's ability to cultivate a wide range of knowledge, ways of thinking, and problem-solving skills to the test. Each person's problem-solving skills become more nimble and comprehensive as a result of self-study; as a result, you will have more confidence in your capacity to overcome life's obstacles.
  
  The positive aspects of the self-study method are undeniable. But not all students achieve the best results with this learning method. So, what are the limitations of the private study?
  
  To begin with, they are easily discouraged and lose the ambition to learn. Each person's brain, like their bodies, is exceedingly lethargic; it is always simple to bargain and select the easiest path, which is to avoid hardship. Learners will confront various challenges in
self-study, including staying motivated, overcoming boredom, and finding solutions to problems. Because no one is pushing or managing them, it is easy for students to become discouraged and give up. Many people are enthusiastic, confident, and motivated to succeed at first, but most give up due to boredom.

Second, it's simple to become disoriented. Self-study is always self-control, so you run the risk of getting lost, often becoming confused with a large number of documents and knowledge; or occasionally falling into a topic or a specific content, making your learning time-consuming, disorienting, and with a limited amount of knowledge absorbed.

Third, take a one-sided approach to the situation. "The fortuneteller sees the elephant," was how this incident was traditionally described in folklore. Because self-learners are always confident in their knowledge, but with that little knowledge, they haven't fully understood the problem, and then they remark, "Oh yeah, it turned out to be so, but I believed it was mine before".

If one approaches knowledge from one side and discovers that it is incorrect or that a piece of knowledge is too complex, there will be far too much difficulty if only one person solves it. As a result, self-study will be difficult and inconvenient for pupils of average academic competence, necessitating the use of teachers.

**Online teaching method**

People's lives and learning are being transformed by information technology (Michael-2001) (Spector, J. Michael, 2001). The way we learn is changing, and so is the way we teach. Many schools have developed online teaching methods (online) to substitute face-to-face in class (offline) in that environment, especially since the Covid-19 pandemic came out. declare.

Online teaching takes place outside of a traditional classroom using the internet. In online training, information technology infrastructure (internet network, bandwidth, cost...) also plays a very important role because it directly and significantly affects the progress and quality of learning. At the same time, training institutions must ensure diverse learning resources, meet professional and technical quality, and build initiative from both sides of the teacher - the learner. Instructors need to create novelty, interest for learners, and build initiative, self-discipline, and positivity – this is considered an essential condition in the online teaching environment.

Discussion, question and answer, and even body language are all ways to promote involvement in online education approaches. The teacher-student contact not only makes the lesson more vivid and receptive, but it also establishes a bond between the relationships, the teacher-student relationship, and the classmates' relationships. This necessitates active use of commenting systems by both professors and students, as well as direct sharing of remarks. Teachers must actively listen to and respond to students' questions, remarks, and inquiries about the lesson. Teachers should provide all positive conditions and contact with students frequently to listen to feedback and assess where the students' understanding of the lesson is at and then form a relationship. In a positive aspect, there is a link, a closeness between teachers and students.
Lecturers will be able to save lectures because of advances in information technology. Technical errors may undoubtedly occur as a result of the technology-assisted learning process. Ascertain that your pupils are unable to participate directly during that period owing to technological difficulties, but that they do not miss any courses. Because interaction with teachers is sometimes limited with certain quite hesitant kids, assisting students in learning and revising on their own. Because the learning process occurs through online channels, frequent care and monitoring cannot be provided directly like tutoring, good lecture storage will enable teachers to better support students. old-fashioned education, As a result, sending emails, messages, or phone calls might switch the process of helping and caring for students. It is critical to guarantee that the outcomes of each session are valuable and well-organized for the best quality of online education. In terms of content, the lecturer should concentrate on the topics that require attention, explain them in simple and easy-to-understand phrases, provide illustrative examples to help learners visualize but also absorb the information, and summarize. must recall the overall principle of the class, and after each specific section, etc. In terms of form, ensure that the video clip is of good quality, has a high resolution, and a clear image to captivate the audience. pupils and contribute to an increase in the transmission of content that is best communicated through visuals. The interaction is devoted to answering learners’ inquiries.

One of the most crucial stages in any learning process is the evaluation of learners' final results. The assessment stage is where learners can enhance their skills and knowledge. Teachers can draw relevant experiences and teaching strategies from these assessments to assist learners to feel excited and motivated to learn whether or not they have a feeling of self-discipline. Furthermore, these evaluations will assist you in identifying the strengths and flaws in the lecturer's teaching methods so that you can improve and enhance the lecturer's teaching quality.

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<th><strong>WEAKNESSES</strong></th>
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<tr>
<td>1. Students can attend classes from anywhere in the world if they have access to a computer and the internet. 2. Effective online learning; Unlike in-person classes, students have time and space to think, discuss, answer, and solve problems.</td>
<td>1. Learners must be able to access online learning environments such as computers and the internet to participate in online teaching. 2. Students and facilitators must be comfortable with computers and know-how to access and use the Internet. 3. Because technology is supposed to be utilized as an aid in the learning process, it must be kept secure, accessible, and up to date at all times.</td>
</tr>
<tr>
<td>2. Online learning allows for a dynamic exchange between the teacher and the student.</td>
<td>3. Because online students are more responsible for their own rules, are well-organized, self-motivated, and have a high</td>
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continuous synergy.

4. Students actively participate in an online debate by responding to discussion questions posed by their classmates, elaborating on what others have said, and becoming actively engaged. Take an active role in what they're learning and what they require.

5. Students investigate collaborative activities related to the learning process as part of their learning experience.

6. Discriminatory characteristics such as age, race, gender, and disability are missing in the online environment.

7. The discussion's content and ability to contribute to the learning process are the main points of focus.

8. Learners have unrestricted access to resources and content from all over the world.

9. Interactive online learning environments, in which instructors or facilitators collaborate with students to create dynamic learning settings, promote self-direction and critical thinking.

level of time management skills to keep up with the pace of online learning, online education is not appropriate for young learners who struggle to assume the responsibilities demanded by the online model.

5. Instructors that are good at traditional teaching aren't always good at teaching online. Instructors must be thoroughly prepared for virtual classroom functions and be able to communicate effectively in writing and the language of instruction.

6. Administrators' limited view of online programming as a means of increasing revenue rather than as a means of providing quality education by providing adequate technology, appropriately training facilitators, and limiting class sizes, all of which will have an impact on an online program's success.

7. Active interaction amongst participants is predicted to result in a high degree of synergy, beginning with virtual classrooms and progressing to opting out in larger classrooms until it becomes independent study to accommodate the enormous class size. Participants' and facilitators' dialogue and interaction become limited at this time.

8. Because the current electronic medium does not allow for the optimal way of learning, not all courses can be taught online. Public speaking, surgery, sports, and physical activity are just a few examples.

9. Any online program's curriculum must be prepared with attention by trained professionals. A curriculum that works in a regular classroom may not work in an online school because the learning and teaching paradigms are so dissimilar.

Tables: Online teaching methods strengths and weaknesses

2. Some issues with putting university teaching methods into practice

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Access to advanced teaching techniques

Advanced university teaching methods must be arranged around the goal of student-centered learning, which must be modified while highlighting that learners are both cognitive subjects and the process's key resources in teaching. Learners' optimism, initiative, and creativity must be boosted, and the teaching process must fully utilize all potentials and bring learners' positivity, initiative, and creativity to the fore.

The goal of advanced, learner-centered university teaching is to engage students and maximize their potential in a supportive group setting.

The advanced method of university teaching is to switch from the lecture form of teaching, which dominates almost exclusively in university lecture halls today, to the combined use of other forms of teaching organization:

+ Establish a basis of personal self-study and self-study.
+ Form study groups to support each individual.
+ Hold frequent seminars to improve researchability.
+ Organize subject practice.
+ Enhance professional-pedagogical practice quality.
+ Organizing research activities in the field of science.

The most cutting-edge university teaching style is to transition from monologue lecturer to all-participatory lecturer, using multimedia techniques and particular tactics such as:

The brainstorming method is a teaching method in which the teacher presents the problem, the students think, and freely state their ideas. The purpose is to stimulate thinking, find ideas to solve problems.

+ Group discussion is a collective learning method. This method creates an opportunity for each student to speak and share their views, together to master the learning problem. There are many techniques for organizing group learning.

+ Role-playing learning is a method of reproducing real-life scenarios in which students take on different roles and express their opinions, attitudes, and rational actions.

+ A student project's method for discussing and developing research projects, as well as proposing solutions and carrying out implementation.

+ Organize many practical activities, study, practice research, practice pedagogy according to technical expertise trained from low to high level, combining internal and external curricular, with compulsory contents. and elective.

Improvement of traditional teaching methods
In the contemporary setting, upgrading traditional teaching methods entails increasing evaluation (with a focus on regular assessment) and inventing curricula and teaching outlines to meet training goals. Lecturers must be familiar with a variety of teaching techniques depending on the situation: lecture, discussion, experiment, problem-solving, presentation, project or design project, research, model-simulation. Instructors must help students develop cognitive abilities, creative thinking abilities, information gathering abilities, information processing abilities, teamwork abilities, and self-study abilities. Lecturers must develop students' human traits through professional love and excitement for teaching, as well as the proficient application of pedagogical measures.

Even though lecturing is the most common and conventional teaching approach in schools, small-group teachers must be schooled in how to teach self-study. Because the goal of teaching is to help students acquire analytical, logical, and creative problem-solving skills, as well as self-confidence and a growth mindset.

The lecture is a traditional teaching method, the purpose of "going to class" is mainly to convey information and knowledge, promote thinking to learn about the lecture, and create interest in learning. But these goals are not always compatible, and instructors are not necessarily interested in achieving all three of these goals equally. Being overly concerned with conveying enough information and knowledge can limit understanding. Overemphasizing the explanation may lead to deliberately omitting details. On the other hand, too concerned with creating interest may not have enough time to explain it thoroughly.

Improving, or innovating, teaching - a common and conventional teaching strategy - involves concentrating more on teaching methods for small groups, personalizing teaching and learning to increase training quality, and encouraging interaction and self-discovery. This strategy is appropriate for increasing students' creative thinking, analytical thinking, and ability to analyze, change, and apply what they have learned over time.

The following primary objectives should be addressed as part of the process of enhancing traditional teaching methods:

- Develop the ability to investigate, analyze, evaluate, judge, and solve problems.
- Enhance understanding, sensitivity, and creativity, promote change of attitude and behavior.
- Improve oral presentation and interactive communication skills with others.
- Teamwork training.

In short, teachers must master the requirements and use their techniques proficiently in preparing and conducting lessons, such as introductions, presentation techniques, explanations during the presentation, techniques for asking questions and handling answers in conversation, or modeling techniques in practice, to improve traditional
teaching methods. Traditional teaching methods, on the other hand, have inherent limits, thus it is required to mix the use of new teaching methods, particularly teaching methods and techniques, with traditional teaching methods. Students' activeness and originality should be encouraged through learning.

**Combine a variety of teaching methods**

Combining various teaching methods and forms throughout the teaching process is a crucial step toward increasing optimism and improving teaching quality.

(Whole-class instruction, group instruction, pair instruction, and individual instruction are examples of social modes of instruction that must be blended, each with its own set of functions. There are many different types of teamwork, including tackling large tasks that can take up one or more courses utilizing specialized methods such as role-playing, case studies, and projects, which are not confined to solving tiny learning tasks interspersed throughout the presentation.

**Applying teaching to solve problems – situations**

Problem-solving teaching is a kind of instruction that aims to improve students' ability to think critically and solve problems. Through problem-solving, students acquire knowledge, skills, and cognitive processes by being placed in a problem situation, which is a circumstance containing cognitive contradictions. Problem-solving instruction is the most basic method of encouraging students' active awareness, and it can be used in a variety of ways with students of various levels of self-reliance. Problem circumstances.

**Increasing the rational use of teaching media and information technologies to aid in the delivery of instruction**

Teaching media are vital in inventing geography teaching techniques by enhancing visualization, experimentation, and practice in the classroom. The link between teaching media and instructional methodologies should be respected when using teaching media.

In modern teaching, multimedia and information technologies are both teaching content and teaching methods. Multimedia and information technology can be used in a variety of ways in the classroom.

It is required to enhance the use of teaching software as well as teaching methods employing electronic networks, in addition to leveraging multimedia as a means of presentation (E-Learning).

New teaching media also support the discovery and use of new teaching methods. Webquest is an example of a new teaching method with a new medium of teaching using electronic networks, in which students explore knowledge online in an oriented way.)

**CONCLUSION**

Renovating university teaching techniques is an objective requirement for enhancing the quality of higher education in Vietnam, by global development trends; fulfilling labor
market demands in the context of growing innovation and international integration. As a result, the survey of several university teaching methods in Vietnam and around the world aims to contribute to reflecting the current situation, assessing the benefits and limitations of university teaching methods, and comparing teaching methods at universities in Vietnam and around the world, from which to summarize some teaching method problems and propose some solutions to improve university teaching methods in Vietnam. We mix analysis with new ways of applying and new approaches to fulfill goals to improve learning quality from a selective standpoint, inheriting progressive, positive, and appropriate values. The merits and limitations of each approach are examined in this study in the hopes of assisting teachers in selecting the best way for teaching a given subject. At the same time, our evaluation of each approach will assist teachers in identifying the benefits, strengths, and obstacles of using teaching methods to improve teaching quality.

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