Some Universal Teaching Methods in Vietnam and the World

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ABSTRACT

The teaching method is the way, the general interaction between lecturers and students in certain teaching conditions, to achieve the goals of teaching; is the totality of orientations on methodological action, in which there is a combination of many factors such as teaching principles; the theoretical basis of teaching theory; teaching environment and conditions; specific orientation on the role of lecturers and students when participating in the teaching process. Currently, there are many methods of university teaching in Vietnam and around the world that have been promoted effectively. However, finding teaching methods suitable for Vietnam, to improve the quality of higher education in Vietnam, is a concern of those who are interested in the career of cultivating people - from educational management agencies. education, university leaders to lecturers directly in the classroom.

Keywords: Teaching method, the world, University, Vietnam

INTRODUCTION

Renovating university teaching methods is an objective requirement in improving the quality of higher education in Vietnam, in line with the world development trend; meet labor market requirements in the context of deepening innovation and international integration. Currently, finding a new teaching method to improve the quality of higher education in Vietnam is a concern of those who are interested in a career in education. In our opinion, renovating university teaching methods does not mean erasing all the values of the old method, but must be selective and inherit the traditional method; at the same time applying the value of new methods to the innovation of university teaching methods, making Vietnam's university teaching methods flexible, diverse, rich, up-to-date with methods and presentations. degrees of advanced universities in the world. The application of some views in rational choice theory to the innovation of university teaching methods in Vietnam also has that meaning. This is also the content of the article.
University teaching methods have attracted a large number of educators in the world and the country, typically:

Big Ideas History (Oxford University Press – www.oup.com.au) - A history of big ideas, widely regarded as highly successful in developing knowledge, understanding, and skills for fellow learners. Connecting Ideas directs learners to practice, make real connections, and connect reality with life.

Jochen Huhn in his work Theoretische Grundlagen (Theory of Grundlagen - German) argues that social and historical perception is influenced by the "narrative" point of view of historians and journalists... so it leads to differences. between real history and historical perception. Jochen Huhn and some other scholars (Johann Martin Chladenius) put forward a "multi-perspective" that requires a researcher to be "ready to look at a problem from different points of view", willing to accept that there are different ways of looking at a problem other, different views on past events and phenomena, besides one's views, and these views are equally valid (Jochen Huhn, 1995; Ann Low-Berr 1997).

Several works by foreign scholars have approached from an in-depth perspective on surveying, analyzing, and evaluating university teaching methods. The thesis of Tobias Andersson’s “Rationality in educational choice. A study of decision-making and risk-taking in an academic setting”, argues that choices made in uncertain settings raise questions about decision rationality. Based on analyzing the rationality derived from social circumstances, the author explains how students make their educational choices.

David R. Shans in the article: A survey on the appropriateness of the rational choice method, conducted a practical survey in the field of education about learners' choices in learning tasks. The research results have clarified many problems about rational choice theory (David R. Shans et al., 2002).

In addition to the above studies, there are many studies and surveys on teaching methods in universities such as Charles C. Bonwell and James A. Eison - 1991, in the work Active Learning (Active Learning); David E. McNabb (2009), Research Methods for Political Science; Knottnerus, J. David; Guan, Jian (1997) Analytical Strategies, Developments and Assumptions; Tobias Andersson (2016), Rationality in educational choice - A study on decision-making and risk-taking in academic settings academic); David R. Shans, Riachard J.Tuney and John D. McCarthy (2002), A retest of Probability and reasonable choice, Journal of behavioral decision making; Donatella Della Porta, Michael Keat (2008) Approaches and Methodologies in the Social Sciences; Anderson A. The European project semester: A useful teaching method in engineering education project approaches to learning in engineering education. Journal of Engineering Education. 2012; 8:15-28; Aghamolaei T, Shirazi M, Dadgaran I, Shahsavari H, Ghanbarnezhad A. Health students'

Hanoi National University of Education (2017), an international scientific conference on training and fostering history teachers to meet the requirements of reforming programs and textbooks, Hanoi National University Publishing House. This is a valuable international conference proceeding. Books are presented according to 4 topics of the conference attracting hundreds of authors who are researchers, educators at home and abroad. The work has exploited this work in the direction of inheriting innovative methods in the humanities and social sciences.

In addition, there are many works reference and comparison values for research purposes:


Nguyen Ngoc Kha (2015), Innovating teaching methods of political theory subjects according to the approach to scientific competence and pedagogical qualities of students at the Ho Chi Minh City the University of Education, Science Journal Ho Chi Minh City University of Education No. 3(68) in 2015


Bernd Meier - Nguyen Van Cuong (2010) Some general issues are the innovation of teaching methods in high schools. General Education Development Project (LOAN No1979-VIE)


In general, works that emphasize the teacher's role must create learning opportunities that, through diverse activities, stimulate students to explore, apply, analyze and evaluate ideas; active, active, and active teaching methods, towards promoting the initiative of learners; build learning motivation and form lifelong learning habits.

METHODS AND MATERIALS

Approach: Marxist-Leninist worldview and Ho Chi Minh's thought on human development; approach in the direction of interdisciplinary, multidisciplinary, and transdisciplinary research; Approach the SWOT model; Approach the theory of rational choice and maximize benefits.

Research methods, mainly use historical, logical, quantitative, and qualitative methods.

RESULTS AND DISCUSSIONS

1. Presentation method – a combination of traditional and modern

Traditional teaching method

The presentation method is based on three current theoretical trends: 1/ The theory of structure and organization of knowledge – Bruner, 1960; 2/ Theory related to measures to support students to acquire meaningful verbal learning ability – Ausubel, 1963; 3/ The theory of cognitive psychologists to explain the types of knowledge and the ability of the brain to process information (information processing) – Gazzaniga, 2001; Zull, 2002; Ashcroft, 2006.
The purpose of the presentation method is to help students receive, process, and remember information and knowledge through the ability to hear and see. The scientific basis of this method is that when information and knowledge reach the human brain, they are transformed and stored in short-term memory or long-term memory. Short-term memory is where the conscious thinking state takes place. Long-term memory is where information is stored; Information can be re-accessed as needed.

Perhaps each of us has more or less listened to a teacher's presentation when we were still in the lecture hall. There are still hours of engaging presentations with concise, clear content that makes us more motivated to learn. There are still hours of fun presentations with a humorous, light, engaging, inspirational way of communicating. That, in part, explains why the presentation method still exists today.

Besides the positive aspects, the presentation method also has certain limitations, such as not encouraging the active role of learners; due to passivity, it limits learners' ability to learn and concentrate; does not encourage multi-way information exchange. Lecturers convey information one-way and must always make efforts to understand the difficulties that learners face in absorbing the lecture content. The presentation method does not encourage learners to develop skills in organizing and synthesizing content. With the presentation method, the lecturer cannot control the time that the learners spend to learn the lesson and deeply memorize the presented content. With the presentation method, to learn well, learners must listen, take notes, try to remember to repeat the knowledge that has been taught because the final exam questions, graduation often require recalling the memory. Psychologically, learners have to use memory a lot.

Although the presentation method still has limitations, and there have been many seminars discussing the innovation of teaching and learning methods, up to now, there has not been a new teaching method that can replace it. entirely the method of presentation.

Synthesized from many proposals, the article would like to summarize and propose a new teaching method, which is the Presentation method combined with other modern methods.

In practice, there have been many modern methods combined with presentation methods, and depending on the lesson, subject, discipline, level of study, etc., the lecturers choose to create an effective combination.

Combine presentation method with group work method

In this hybrid approach, the lecturer provides the theoretical background. Students are divided into groups of 5 to 6 students per group. Each group will choose (or be assigned) a certain topic related to the subject content and then divide the work in the group for members to research theoretical content related to the topic. through books, textbooks, scientific research publications; find out how businesses and organizations are currently
doing work related to the topic with the evidence of information, data, and images; Specific practice through approaching businesses (internships at enterprises), corporate information on the Internet, stock market... The group will consult to compare and analyze the topic's content on theory and content. What are the similarities and differences in the actual topics at the enterprise? What are the good and bad points... Then the groups will rewrite it as a subject report with comments, evaluations, or opinions of the group. on this subject. Finally, the groups will take turns presenting the content of the course report that the group has made to receive comments or questions from other groups and the lecturer. The group will discuss and answer the questions posed. If the content of the group's answer is not satisfactory or there is a misunderstanding or misinterpretation of the problem, the lecturer will support, explain and summarize the basic issues.

The combination of the presentation method and group work method will stimulate the active role of learners. Students actively explore, think, judge, analyze, synthesize, and evaluate the topics of their groups and those of other groups.

*Combine presentation method with the case method*

A case is a real situation in which actors need to make a decision. The cases summarize the various pressures and aspects that the subject must consider when deciding on the information that is often incomplete or contradictory at the time. Some information in the situation may be intentionally omitted, allowing the situation to have many possible alternatives.

The situation often presents a contradiction/conflict, especially a tension between different options of action which may create different views, interests, and values in the situation conflict and it requires to be resolved by a decision. Situations that require students to play the role of the protagonist and make one or more important decisions. The case method is a three-step process: individual preparation, small group discussion, and whole-class discussion.

A case learning is a discussion-based learning method. It allows attendees to learn by doing. By playing the role of characters in the situation, students have the opportunity to role-play and take on the responsibility of specific people in specific organizations. The case method allows students to participate in the decision-making process that one has to face in a real organization, to have ownership, to feel pressured, to take risks, and to present one's ideas with others to help the lesson have a multi-dimensional information exchange. Through dealing with situations, students develop confidence, the ability to think independently and cooperate in work with colleagues. In addition, a case method is also a tool for teachers to test theoretical knowledge and deeper understandings of students.

*Combining the presentation method with the practical, practical method*
Practice – the fact is that the concretization of the learning method goes hand in hand with the practice, which has great significance in learning knowledge from practice; and first experience of the working environment. This is an opportunity for students to have a clear picture of their future position, knowledge, and skills that need to be equipped to meet job requirements.

Combining the presentation method with the practice method, the main practice is to implement the motto "Learning must go hand in hand with practice, the theory associated with practice". Implementing this motto, besides the two main internships in the student's training program, in each subject, the lecturer can combine the presentation method with the practice method at the enterprise by assigning topics requiring groups of students to go to the internship company to perform the assigned topic and submit a report to the lecturer or present the results in front of the class.

For units that accept interns – in fact, in the short term, accepting internships helps units add staff during the seasonal time as well as save labor costs. Besides, interns are also a source of abundant and quality human resources, the unit can recruit interns into full-time employees without spending time or additional training costs. In the long term, from receiving internships, units can perceive inadequacies and gaps between their needs and the training quality of the school, thereby giving suggestions to help the school adjust the program. With more effective training, employers also have the opportunity to select suitable personnel with higher quality. In addition, the internship program helps to develop the relationship between students - schools and businesses, towards deeper and broader links, and balance between input-output in the future.

Most public universities have a Graduation Internship module implemented in the 8th semester, accounting for 5 credits in the curriculum framework – history pedagogy, philology pedagogy. Depending on the regulations of each school, the structure of the vision of the graduate internship course is different, students must choose to either do a thesis or write an internship report and study additional subjects to replace the thesis or do both: write internship report and thesis. Although the structure of the modules is different, for the internship program, the schools all stipulate that students contact the internship site by themselves, while the Faculty and the school only support and introduce students who cannot be contacted. The program content is also quite similar, usually consisting of 3 phases: (i) General internship: overview of the internship; (ii) Intensive internship (for writing in-depth reports or making graduation thesis): students learn in-depth about the chosen topic; and (iii) Completion of internship report, graduation thesis.

Every year, a very large number of students have to contact local businesses and units for internships. This implementation creates conditions for students to increase their initiative and learn from practice and is also a key factor to help reduce pressure on the Faculty and the school in contacting and organizing internships - reality. Some industries organize practical internships for students with tours across Vietnam from 10 to 20 days. However,
the reality of implementing internships at schools also appears to have many shortcomings and the actual internship results are not as expected, most schools have not focused on career orientation and skill training for students, have not properly appreciated the importance of the actual practice process.

To support this approach, the school needs to cooperate more and more deeply with several businesses and provide businesses with requirements, goals, and internship content. The school cooperates with businesses to design internships that are suitable for the content of the subjects or the training requirements of the school. For example, in the subject of Human Resource Management with the content of recruiting employees, the school will cooperate with a certain company to design an internship content about recruitment with information, images, data. The company's reality related to recruitment activities in the past year and presented or provided to students when they came to practice or do subject topics.

If there is no good cooperation between the school and the business, even if students go to the business to practice, it will be difficult to get such in-depth information on the topic to learn.

Experience in developed countries has used the model of "school in company and company in school" to make the implementation of the above content easier.

Therefore, in cortical-practice activities to be effective, creating conditions for students to apply theory and learned knowledge into practice and practice skills training activities at real-world establishments economy, thereby consolidating knowledge and training students' skills and attitudes before graduation. Practical activities of students must:

- Ensure to meet the knowledge and skill output standards of the training program through experiential activities to help students get used to the real working environment.

- Promote students' autonomy and creativity, improve employability while still a student and after graduation.

- Create opportunities for students to demonstrate their abilities; have the ability to analyze and evaluate for a specific job; improve self-confidence, orient individuals, develop action plans for themselves, establish social relationships, have skills in handling arising situations.

- Help students get acquainted with different institutions and organizations of society, recognize social relationships in a working unit and have appropriate intercultural behavior and communication skills ability to live and work in a competitive multicultural environment.
- Innovating teaching activities, linking training between schools and enterprises to enhance employability and adaptability of students.

The instructors who guide students to practice are assigned by the Dean/Director of the training program and need to satisfy the following conditions: have taught courses of industry knowledge for 3 years or more or hold a master's or doctoral degree in a relevant discipline. Lecturers, administrators, graduate students, and instructors of the internment institution invited to participate in the co-instruction and assessment of interns must satisfy these conditions.

Contents of instructors guiding students to practice

- Review the plan and conduct the assessment according to the Student Internship Diary;

- Guide students to collect data, documents, write general internship reports, select and register research topics;

- Browse the topic title, preliminary outline, and detailed outline of the topic;

- Editing the draft of the practical internship topic;

- Checking and approving the objectivity and academic honesty of the report (recommending the use of specialized software to check the repeatability/replication of the report);

Combining the presentation method with the practice method, the reality is meaningful and plays an important role in the growth of students and future career opportunities.

At university in general, the internship period of students usually takes place at the end of the 3rd or 4th year. This is the time when students choose and look for a place to practice, familiarize themselves with the real working environment after a long period of studying in the lecture hall. If students know how to take advantage of the internship period, they will have many development opportunities in the future.

Internships are an opportunity for students to improve and perfect their soft skills. Because some universities organize soft skills programs or subjects, but they are still heavy on theory. Soft skills can only be improved and improved gradually in real life and the working environment.

Through communication, behavior, presentation, or group work activities while practicing in the office, students will gradually cultivate and practice and perfect their soft skills. Undeniably, in addition to academic results, soft skills will be an equally important factor to help students have job opportunities and develop later.
Harmonious - active teaching methods

The active and harmonious educational philosophy is "learning-centered" education - from teacher-centered teaching to learner-centered teaching. This is a common trend in Vietnam and many countries around the world.

“Learning-centric” teaching requires both teachers and learners to increase their activities during the lesson, clearly demonstrating their roles to create an effective, controllable training time expected learning outcomes, actively improve themselves to get the best teaching effect.

Method content

Active teaching methods (or active educational methods) are ways to refer to different methods, methods, and techniques that make class hours lively, attractive, learners work, be creative. Applying this method means changing the model from teacher-centered teaching to learner-centered teaching. With this model, not only in Vietnam but also in many countries around the world, there is a bias towards one of two trends, although creating some advantages, most of them are limitations in the ability to promote. The positiveness of either the teacher or the learner (Bernd Meier & Nguyen Van Cuong, 2020). Therefore, it is necessary to study a new model to overcome this limitation.

Harmonious - active teaching methods aim to ensure training quality, help students learn actively (active learning), experience (experiential learning), meet the requirements of society. Learners are the center in the harmonious - active teaching method, the object of the "teaching" activity, and at the same time the subject of the "learning" activity. Teaching in this way, the teacher imparts knowledge and guides action.

The teaching method is harmonious - active, learners - the object of teaching activities and the subject of learning activities - are actively engaged in learning activities organized by the lecturer and instruction, through which learners self-explore what they do not know, rather than passively absorbing the knowledge arranged by the teacher. Being placed in real-life situations, learners can experience, directly observe, discuss, do experiments, solve problems posed by their way of thinking, and through individual work while working in groups, thereby gaining new knowledge, new skills, and promoting creative potential. Depending on the goals of a particular subject, what level of knowledge or skills should be achieved, the lecturer will organize appropriate activities to help students learn actively to achieve those goals.

Harmonious - active teaching methods, of course, must promote the positivity, initiative, and creativity of learners. In this method, special emphasis is placed on the initiative and positivity, towards the activation and proactiveness of the learners' cognitive activities, that is, focusing on promoting the learner's initiative rather than focus on promoting the
initiative of the teacher, however, to teach by the active method, the lecturer has to make more efforts than teaching by the passive method.

**Characteristics of harmonious and active teaching methods**

*Firstly*, learners are the center of educational activities. In the active teaching method, learners - the object of the "teaching" activity, and at the same time the subject of the "learning" activity - are attracted to the learning activities organized and directed by the lecturer through which self-help discover things they do not know, rather than passively absorbing the knowledge arranged by the lecturer. Being placed in real-life situations, learners directly observe, discuss, do experiments, solve problems posed in their way of thinking, thereby acquiring new knowledge, skills, and skills. grasp the method of "making" that knowledge and skills, without following existing stereotypes, revealing and promoting creative potential (Edward FC, Johan M., Sören Ö., and Doris R. B, 2007). Teaching in this way, the teacher imparts knowledge and guides action.

*Second*, practice self-study methods for students. The active teaching method considers the training of students' learning methods not only as a measure to improve teaching effectiveness but also as a teaching goal. In a rapidly changing modern society - with the explosion of information, science and technology developing at a rapid pace - teachers themselves cannot collect enough information and cannot cram it into their heads students' brains with more and more knowledge. The role of the teacher is no longer a “dispatcher of information”. On the contrary, attention must be paid to teaching students self-study methods from the first subjects of the program. That said, it does not mean that the role of the teacher is no longer important, but now the teacher will be the guide for learners to find knowledge. Among the learning methods, the core is the self-study method. If training students to acquire methods, skills, habits, and the will to self-study, will make them eager to learn, arouse the inner strength inherent in each person, and the learning results will be multiplied (Biggs J, 2003).

*Third*, combine individual learning with cooperative learning. In a class where the knowledge and thinking levels of students cannot be uniform, when applying the active method, it is forced to accept the difference in intensity and progress in completing learning tasks, especially is when the lesson is designed as an independent work sequence. The higher the level of application of the active method, the greater this disparity. However, in learning, not all knowledge, skills, and attitudes are formed by independent individual activities. The classroom is a communication environment between lecturers - students, students - students, creating a cooperative relationship between individuals on the way to acquiring knowledge. Through discussion and debate in the group, each individual's opinion is revealed, confirmed, or refuted, through which learners raise themselves to a new level. This is consistent with the real-life environment later when students graduate and enter the workforce, forcing everyone to learn for life, combining individual learning and collaborative learning.
Fourth, the role of lecturers in active teaching is to guide and organize activities. As mentioned above, in active teaching, the lecturer is no longer merely a transmitter of knowledge but becomes a guide for students on the path to knowledge. More specifically, the teacher also plays the role of designing, organizing, and guiding independent or small group activities so that students can dominate learning content on their own, actively achieve knowledge goals, skills, and attitudes required by the program. In class, students are the main activity, the teacher is just the guide. But before going to class, teachers have to invest a lot of time to design lessons so that they can achieve the output standards according to CDIO; select teaching methods and assessment methods suitable to the objectives and content of the lesson. During the teaching process, outside of class time, the teacher also has to monitor the students' self-study activities, help when necessary, exchange discussions and suggestions so that the learners are on the right track. Thus, teachers in active teaching and learning need to invest a lot more effort and time compared to passive teaching and learning to be able to perform classwork as an initiator and catalyst, motivating, advising, and refereeing in exciting research activities and lively debates of students (Campus Compact, 2007).

Fifth, combine the teacher's assessment with the student's self-assessment. In the past, teachers kept a monopoly on student assessment, but in the active approach, teachers must guide students to develop self-assessment skills to self-regulate how they learn. Related to this, teachers need to create favorable conditions for students to participate in the mutual assessment. Correct self-assessment and timely adjustment of activities are essential competencies for success in life that schools must equip students with. One point to pay attention to in the assessment is that it must be a formative assessment, avoid focusing on assessment at the end of the semester, and diversify assessment activities so that learners have the opportunity to show progress in their work in the learning process (Bernd Meier - Nguyen Van Cuong, 2020).

Sixth, publicize teaching activities through detailed course outlines. In the harmonious - active teaching method, it should first be clearly shown through the design of a detailed course outline. We should not think that the detailed course outline is a list of the knowledge content to be learned, but should be understood as a plan of activities to help learners achieve the goals. Therefore, the harmonious - active teaching method should be clearly shown in the outline. Teachers must create learning opportunities that, through a variety of activities, stimulate students to explore, apply, analyze, and evaluate ideas rather than imparting information one-way. Students will have the opportunity to ask questions, raise problems to revolve around concepts or ideas, thereby progressing to solving problems. Learners will feel always aware of their learning process, what they are learning and how to learn. This is also a way to improve learners' motivation to learn and form lifelong learning habits.

With this method, students almost achieve the desired results and they feel satisfied with the education they receive when they are actively learning, actively participating in a
variety of activities study. Active, active learning helps students gain an in-depth approach to the learning process. The in-depth approach means that students are intentional about understanding concepts, rather than merely reproducing information in exams (Edward F. C., Johan M., Sören Ö., and Doris R. B, 2007). The rate of knowledge acquisition of learners increases greatly when multi-sensory is applied to learning activities, used in practice, and especially if it is re-taught (re-transmitted) to others. The active-harmonious teaching method is to organize diverse and rich learning activities to increase the ability to acquire knowledge (Biggs J, 2003).

2. Applying the method of the positive harmony

From the process of implementing the educational philosophy: Active harmonization in universities in Vietnam, some problems can be applied to the innovation of methods in universities.

First, teaching and learning through organizing student learning activities. In the active, integrated teaching method, learners - the object of the "teaching" activity, at the same time the subject of the "learning" activity - are absorbed in the learning activities organized by the lecturer and guided by the teacher through which to self-explore what they do not know, rather than passively absorbing the knowledge arranged by the lecturer. Being placed in real-life situations, learners directly observe, discuss, do experiments, solve problems posed in their way of thinking, thereby acquiring new knowledge and skills, both grasp the method of "making" that knowledge and skills, not following the existing patterns, to reveal and promote creative potential. Teaching in this way, the teacher imparts knowledge and guides action. The curriculum must help each student take action and actively participate in community action programs.

Second, teaching and learning focus on training self-study methods. The active method considers the training of learning methods for students not only as a measure to improve teaching effectiveness but also as a teaching goal. In a rapidly changing modern society - with the explosion of information, science, technology, and technology developing like a storm - it is impossible to cram into the minds of students an increasing amount of knowledge. Attention must be paid to teaching students learning methods from the first year of study and more attention must be paid to the final year classes. Among the learning methods, the core is the self-study method. If training for learners to have methods, skills, habits, and the will to self-study, will make them eager to learn, arouse the internal resources inherent in each person, and the learning results will be multiplied. Therefore, today, people emphasize the active side of learning in the teaching process, trying to create a transition from passive learning to active self-study, questioning the development of self-study right in high schools, not only self-study at home after class, but also self-study in class with the guidance of teachers.

Third, strengthen individual learning, combined with cooperative learning. In a class where the knowledge and thinking levels of students cannot be absorbed when applying the active method, it is necessary to accept the difference in intensity and progress in completing learning tasks, especially is when the lesson is designed as an independent work sequence.
The higher the level of application of the active method, the greater this divergence. The use of information technology facilities in the school will meet the requirements of individualizing learning activities according to the needs and abilities of each student. However, in learning, not all knowledge, skills, and attitudes are formed by independent individual activities. The classroom is a communication environment for teachers-students, students-students, creating a cooperative relationship between individuals on the way to dominate learning content. Through discussion and debate in the group, each individual's opinion is revealed, confirmed, or refuted, through which learners raise themselves to a new level. The lesson applies the knowledge and life experience of the teacher.

Fourth, combine the teacher's assessment with the game's self-assessment. In teaching, student assessment is not intended to identify the goals and adjust the learning activities of the game, but also to create conditions for identifying the status and adjustment activities of the teacher. Previously, lecturers held the right to evaluate students. Inactive mediation, instructors must guide students to develop assessment skills to self-regulate learning. Related to this, lecturers need to create favorable conditions for students to participate in different assessments. Correct self-evaluation and untimely adjustment of activities are very important competencies to be achieved in life that schools must equip students with. In the direction of development, the method of active integration creates people who are active, soon adapt to social life, testing and evaluation cannot stop at the requirement of repeating knowledge and repeating, learning skills that must encourage intelligence, exploit creativity in solving real-life situations. With the help of equipment technology, the assessment will no longer be a heavy task for the lecturer but will give more information faster to flexibly adjust activities and direct learning activities. With the foregoing, it can be affirmed that from the active teaching and learning method to the active integrated learning method, the lecturer not only plays the role of the designer, organizer, and guide of independent activities. Set up or in small groups so that students can dominate the learning content on their own, actively achieve the knowledge, skills, and attitude goals required by the program, while the lecturer also plays the role of an active learner practice, actively adjust the teaching process according to the actual needs of students. That requires lecturers with extensive professional qualifications, skilled pedagogical qualifications to be able to organize and guide student activities, which sometimes happen beyond the lecturer's expectations.

**CONCLUSION**

Along with great strides in the 4.0 revolution era, countries have opportunities and face many challenges brought by globalization. Therefore, human resources become the most important and decisive asset for the existence and development of all countries. As knowledge has become a major economic resource of competitive advantage, many countries consider the renovation of the education and training system as a vital strategy in the overall national development strategy especially the higher education system. Therefore, the reform of Vietnam's higher education must also focus on international
integration. To meet that common requirement, in a constant effort to develop many solutions to improve training quality, in which the focus is on the innovation of university teaching methods. From the survey and analysis of some popular university teaching methods in Vietnam and around the world, the authors have analyzed the traditional teaching method - the presentation method - and the combination of this method with several modern teaching methods.

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