
| RESEARCH ARTICLE

Actual Situation of Pedagogical Training Activities of Students of Faculty of Physical Education and Sports, Thai Nguyen University of Education and Influencing Factors

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| ABSTRACT

Pedagogical training is a professional activity in teacher training. Pedagogical training activities help students have enough baggage to become good teachers, need gold and confidence in the teaching process, and form good personalities and qualities. The purpose of the article is to assess the current status of students' pedagogical training activities and determine the factors affecting the practice as a basis for proposing measures to improve the quality of training. We used a variety of methodological approaches to address the research question. A questionnaire consisting of 8 questions was developed to interview 56 students and 18 lecturers about the actual situation of pedagogical training activities of students of the Faculty of Physical Education and Sports, Thai Nguyen University of Education and influencing factors. Interview results are analyzed using Microsoft Excel software to process the data. The results show that the current pedagogical training activities of students still exist and are limited. The study identified 8 factors affecting students' pedagogical training. The correct assessment of the situation will help the Faculty and the University to properly recognize the current reality. This result serves as a basis for proposing measures to improve the quality of training and meet the requirements of employers and society.

| KEYWORDS

Activity, professional training in pedagogy, students, Faculty of Physical Education and Sports, Thai Nguyen University of Education

| ARTICLE INFORMATION

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1. Introduction

In a school of education, pedagogical training activities for students are specialized and specific activities. Pedagogical skills include the way of operating, organizing youth union and association work, capturing students' psychology, teaching methods, etc. Therefore, it is very important to pay attention to appropriate investment in this activity. The pedagogical training for students helps to contribute to transforming the professional knowledge learned into skills, building professional qualities, styles and capabilities to help students have enough equipment to become good, stable and confident teachers in the teaching process, as well as the formation of personality and qualities for students [Central Executive Committee, 2013], [Dinh, 2016], [La, 2018].

Thai Nguyen University of Education (TNUE) has the function of training teachers and educational administrators with undergraduate and postgraduate degrees for localities throughout the country, especially in the northern midland and mountainous areas; standardization and regular training for teachers at all levels; scientific research and technology transfer in the fields of educational sciences, natural sciences, social sciences and humanities. The Faculty of Physical Education and Sports is one of 13 faculties directly under the university, which was established on August 5th, 1995, with the task of training teachers specialized in physical education (PE) and teaching the PE module for non-specialized students in the university. Over the years, pedagogical training has been focused on and interested by the Faculty and the University and implemented through a number of activities such as field trip subjects and pedagogical internships 1 and 2. These are extremely important and meaningful activities connecting

students with high schools and contributing to improving the pedagogical skills of students. However, if viewed objectively, what has been done is necessary but really not enough and still reveals some inadequacies, has not met the urgent requirements of society, the process of change education and training in general, specifically: the majority of students still do not understand the purpose and meaning of pedagogical training activities; the training of pedagogy for students has not been performed regularly in all subjects, students are still passive in absorbing knowledge of pedagogical training; skills in using teaching methods and means are limited, etc. In particular, the organization of fostering pedagogical skills for students before going to practice at high schools has not been organized regularly. These things have greatly affected the training quality of the Faculty and the University [Nguyen, 2019], [Pham, 2020], [Nguyen, 2017], [Pham, 2002], [Tran, 2010]

2. Literature review

2.1. Foreign

Pedagogical training for students is a fundamental development issue in educational development that is a concern for most countries around the world. Some overseas studies on the management of pedagogical activities can be made as follows:

Research by author Nguyen Thi Yen Thoa: Research on conditions for pedagogical training: Authors such as B.F.Lomov, V.I.Ducova, A.V.Petrovski, V.A.Krutetski, V.X.Cudin ... all agree that: training Those skills and techniques are the knowledge and experiences that the individual has previously acquired. In order to develop skills in an activity field, one must first have knowledge of that activity. On the basis of knowledge plus existing experience, if practiced many times in a certain direction, it will give the desired action skills.

Research on the level of skill formation: With the study "Forming skills and techniques for students in the conditions of higher education", X.I. Kixegof has analyzed quite deeply the concept of skills. He was the first to make a distinction between two types of skills: low-level skills (also known as primary skills) formed through simple activities, which are the basis of skill formation. Higher-order skills (secondary skills) – whose basis is knowledge and skills. Research on the relationship between skills and techniques: Although there are different views, the studies all say that skills often involve the application of old experience in performing new actions under new conditions. Techniques are well-reinforced patterns of behavior that respond to unchanging operating conditions. Skills and techniques are formed on the basis of practice in practice.

Research on the relationship between skill training and competence: Scientists often put skills in relation to competence because skills are an integral component of competencies; skills and abilities have a close relationship with each other. Authors such as Altet, M and J.D. Britten Altet all affirmed: To develop competence, it is necessary to master knowledge and creatively apply existing skills and techniques to practical activities. In Kixegof's research on "Formation of pedagogical skills", the author outlined the necessary skills for teachers to have, the relationship between professional competence and professional competence, as well as the pedagogical training for students in order to form pedagogical aptitude into pedagogical competence.

2.2. Domestic

The activity of pedagogical training for students in a pedagogical school is a specific activity. In addition to ways and methods of organizing and teaching a lesson, pedagogical students also need to know how to manage and organize extracurricular activities, unions, associations, and sports..., grasp student psychology, and work professional style... because those students will be the ones who will directly teach the future generations of young people, who will shape the children's personality and morality. From the above issues, it shows that the training of pedagogics for students is very important. Contributing to creating good teachers and aunts in the future.

Authors Pham Trung Thanh and Nguyen Thi Ly, in the article "Strengthening pedagogical skills regularly", have systematized the basic pedagogical competencies of teachers into eight main groups of competencies: subject knowledge and science, education, diagnostic capacity, planning capacity, capacity to implement educational and teaching plans, ability to test and evaluate the results of teaching activities, capacity to solve emerging problems students in teaching practice, ability to self-train pedagogical skills, develop professional skills, cooperation capacity [Pham, 2003]

Research by the authors Nguyen Thi My Loc in the article "Teacher's Profession and Vocation" has shown that the role of the current teacher has changed to match the teacher's functions more broadly. , and at the same time proving that teachers are the basic factor determining the quality of education; on that basis, offer training solutions to train teachers' pedagogical skills through innovation in teacher training programs. Strengthening the competitive factor of teacher quality and training teachers is the responsibility of the State and must be through the policy of investing capital mainly from the State and organizing conferences between pedagogical schools and localities [Nguyen, 2005].

There are also a number of topics and research projects on pedagogical training for students of Pedagogical Universities and Colleges, such as Vu Thi Bich Ngan (2015; Tran Thi My Duyen (2019)); Tran Thanh Hai (2020), La Thi Kim Bach (2018), Nguyen Kim Chuyen (2019), Pham Van Chin (2010), Nguyen Van Hanh (2017). In general, the above research works make an important contribution to our study on the topic "Methods to practice pedagogy of students of the Faculty of Physical Education and Sports, University of Education - Thai Nguyen University. "ensuring no duplication, having theoretical and practical significance in improving the effectiveness of pedagogical training activities in pedagogical schools in general and pedagogical training activities for students of Faculty of Physical Education and Science. Sport in particular.

3. Methodology

To solve the research problem, the article used the following methods: Method of analyzing and synthesizing documents, Method of pedagogical observation, method of interview, discussion and method of mathematical statistics.

We conducted a survey on 18 lecturers of the Faculty of Physical Education and Sports and 56 students of courses 54, 55 and 56 of the Faculty of Physical Education and Sports about the reality of students' pedagogical skills training activities.

4. Research results and discussion

4.1. The current state of awareness of lecturers and students of the Faculty of Physical Education and Sports about the pedagogical training activities of students

In order to find out the awareness of teachers and students about the importance and necessity of pedagogical training, we interviewed 18 teachers and 56 students of the Faculty of Physical Education and Sports. The results are presented in Table 1.

Table 1. Awareness of teachers and students of the Faculty of Physical Education and Sports about the role of pedagogical training activities.

Level \ Subject		Teacher		Student	
		No. of people	Percentage %	No. of people	Percentage%
Important	Very important	18	100	32	51,14
	Less important	0	0,0	20	35,71
	Unimportant	0	0,0	04	7,15
Necessity	Very necessary	18	100	28	50,00
	Less necessary	0	0,0	23	41,07
	Unnecessary	0	0,0	05	8,93

The results of Table 1 show that: on the part of teachers, when asked, they all agreed that pedagogical training is very important and very necessary for students, accounting for 100%. Towards students, this ratio has varied at each level: the percentage of students who think that practicing pedagogical skills is very important and very necessary is 51.14% and 50%, respectively; less important and less necessary accounted for relatively high proportions of 35.71% and 41.07%; There are still students who think that pedagogical training is unimportant and unnecessary, accounting for 7.15% and 8.93%, respectively. Therefrom, it can be seen that the perceptions of teachers and students are not similar to each other, students are not fully and properly aware of pedagogical training, so they have not properly appreciated the role of this activity in the learning process at university.

4.2. The current state of awareness of teachers and students about the goal of pedagogical training for students of the Faculty of Physical Education and Sports, TNUE

Pedagogical training for students is considered one of the most important stages in the teacher training process of colleges and universities. On the basis of reference to research works and other related documents, we have built content to survey teachers' and students' opinions about the goal of training, obtained results and presented in Table 2.

Table 2. The current status of awareness of teachers and students about the goal of pedagogical training for students of the Faculty of Physical Education and Sports, TNUE.

No.	Objective	Teacher (n=18)		Student (n=56)	
		n	Percentage %	n	Percentage %
1	Implement activities of the school's training plan.	9	50	29	51,79
2	Students acquire the basic knowledge of educational organization and management, The role and mission of education, and the development trends of modern education.	12	66,67	37	66,07
3	Students have a sense of professionalism, ethics and exemplary pedagogical behavior of teachers, the passion and interest in teaching and educational activities.	18	100	55	98,21
4	Students acquire the basic knowledge about education, teaching psychology, psychological characteristics of students, methods and organizational forms of teaching and education.	17	94,44	53	94,64
5	Have internship points to receive a diploma.	12	66,67	41	73,21
6	Students develop skills to build a learning environment and manage teaching records.	17	94,44	46	82,14
7	Students develop skills in using methods, organizational forms of teaching, education and skills in evaluating students' learning results and moral training.	16	88,89	47	83,93
8	Students develop skills in detecting and solving problems that arise in educational practice; skills in pedagogical behavior, self-study, self-research, self-training and self-assessment.	17	94,44	52	92,86
9	Students develop skills to develop teaching plans and plan educational activities.	7	38,89	32	57,14

The survey results showed:

Goals 3rd, 4th and 8th got the agreement of all staff, teachers and students with a rate of over 90.0%. The targets 1st and 5th are not actually the goal of pedagogical training for students, but the percentage of people who choose to reach 50% is concerning. This indicated that more than 50% of teachers and students were not aware of the goals 1st and 5th.

The goals 6th and 7th were important goals, but about 17% of students did not choose; this is a point that managers need to pay attention to. Because if students do not realize that is the goal, they will not have the direction and sense of self-training in the skills of those goals.

The target 2nd, only about 66% of teachers and students choose. In our opinion, the teachers and students think that this is the common goal of the training process, and it is not the main goal of pedagogical training.

The target 9th is 38.89% of teachers choose, and 57.14% of students choose. According to us, maybe teachers, as well as students, think that this is the goal of the subjects: Theory and methods of physical education; Methods of teaching physical education in high schools 1 and 2; Education is not the main goal of pedagogical training.

In summary, compared with the theory about the goal of pedagogical training, most teachers and students are properly aware of the goals of pedagogical training activities for students.

4.3. The actual situation of implementing contents of pedagogical training activities for students of the Faculty of Sports and Physical Education, TNUE

Statistical processing of the obtained data: After collecting the votes, the author uses Excel software to process the data. We enter data by convention:

+ Respondents rated "Good" with grade 4, "Good" with grade 3, "Average" with grade 2, "Weak" with grade 1.

+ If the calculated grade point average (GPA) is between 1 and 1.75: The assessment result is at "Weak"; the GPA is from 1.76 to 2.50: The assessment result is at "Average"; the GPA is from 2.51 to 3.25: The assessment result is at "Good"; the GPA from 3.26 to 4.00: Assessment result is at "Very good".

+ The formula for each range of grades is calculated by: (Maximum grade – Minimum grade)/Evaluation range. $(4 - 1)/4 = 0.75$.

The results of the survey are shown in Table 3.

Table 3. The current situation of the content of pedagogical training activities for students of the Faculty of Physical Education and Sports, TNUE

No.	Implementation Contents	Teacher (n=18)					Student (n=56)				
		Weak	Average	Good	Very good	GPA	Weak	Average	Good	Very good	GPA
1	Composing and teaching skills	0	8	8	2	2,67	3	15	26	12	2,84
2	Duties of homeroom teacher	3	10	3	2	2,22	8	22	22	4	2,39
3	Organizing extracurricular activities	2	10	4	2	2,33	8	22	18	8	2,46
4	Self-study skills	3	8	6	1	2,28	11	34	9	2	2,04
5	Information technology skills	2	10	5	1	2,28	5	30	15	6	2,39
6	Communication skills	2	9	6	1	2,33	8	36	9	3	2,13
7	Posture and behavior of teachers	1	6	9	2	2,67	3	20	23	10	2,71
8	Handling situations skills	2	9	5	2	2,39	6	34	11	5	2,27

Based on the above data table, we find that:

Most of the implementation content is only evaluated by teachers on the level of performance at Medium and Good (GPA from 2.04 to 2.84). Specifically:

The 1st and 7th content are evaluated by teachers and students at a "Good" level with a GPA greater than 2.51. Perhaps these are two skills that are most interested in by teachers in the process of regular pedagogical practice as well as in the process of students going to practice and internship at educational institutions.

The 2nd, 3rd, 4th, 5th and 6th events were assessed by teachers and students as "Average" with a GPA of less than 2.51. It is possible that these contents have not been paid enough attention by lecturers and teachers.

In summary, the above contents are all evaluated by the consensus of teachers and students at the level of over average, with no content rated as "Weak".

4.4. Current status of pedagogical skills of students of the Faculty of Sports and Physical Education, TNUE

The results of the survey are presented in Table 4.

Table 4. Current status of pedagogical skills of students of the Faculty of Physical Education, TNUE

No.	Implementation Contents	Teacher (n=18)					Student (n=56)				
		Weak	Average	Good	Very good	GPA	Weak	Average	Good	Very good	GPA
1	Lesson plan preparation, teaching planning, organization classroom teaching activities	0	10	5	3	2,61	3	26	20	7	2,55
2	Duties of homeroom teacher	4	8	4	2	2,22	10	24	19	3	2,27
3	Self-study skills	2	9	4	3	2,44	10	32	10	4	2,14
4	Information technology skills	5	9	4	0	1,94	12	35	6	3	2,00
5	Posture and behavior of teachers	4	11	2	1	2,00	13	34	6	3	1,98
6	Communication skills, pedagogical behavior	3	11	3	1	2,11	10	36	8	2	2,04
7	Classroom Management Skills	2	9	5	2	2,39	7	29	16	4	2,30
8	Handling situations skills	3	10	3	2	2,22	8	32	12	4	2,21

The above results show that all the contents of the skill level of students are assessed by teachers and students at the performance level of Medium and Good. (GPA from 1.94 to 2.61). Specifically: The skill "Preparing lesson plans, making teaching plans, organizing teaching activities in class" was assessed by teachers and students as "Good" with a GPA of 2.61 and 2, 55 respectively. Perhaps this is an activity that lecturers are interested in and practice regularly in career-related subjects after studying methodology subjects and methodology modules in modules.

The remaining skills, assessed by teachers and students, are at "average", with a GPA of less than 2.51.

4.5. Actual situation of using methods of pedagogical skills training for students of the Faculty of Sports and Physical Education, TNUE

The survey results are shown in Table 5 as follows:

Table 5. The actual situation of using pedagogical training methods for students of the Faculty of Sports and Physical Education, TNUE

No.	Implementation Content	Teacher (n=18)					Student (n=56)				
		Weak	Average	Good	Very good	GPA	Weak	Average	Good	Very good	GPA
1	Passing courses with pedagogical skills training	0	12	4	2	2,44	10	19	18	9	2,46
2	Organizing professional pedagogical	7	8	3	0	1,78	21	25	8	2	1,84

	contests at the faculty level										
3	Organization of pedagogical internships	0	8	7	3	2,72	2	12	18	24	3,14
4	Self-study outside of class	3	8	6	1	2,28	10	24	15	7	2,34

Through the above survey data, we found that: The method of "Organizing pedagogical internship" is evaluated by teachers and students at the level of "Good" with a GPA of 2.72 and 3.14, respectively. In the rest of the methods, teachers and students only evaluated the performance as "Average" with a GPA of less than 2.51.

It can be seen that the methods that the University uses in pedagogical training for students are agreed on both subjects: teachers and students evaluate the performance from the level of over "Pass", there are no methods rated as "Failed" and no method was evaluated as "Good" level.

4.6. The current situation of testing and evaluating the results of pedagogical training of students of the Faculty of Sports and Physical Education, TNUE, today

The results of the survey are presented in Table 6.

Table 6. Current status of examination and assessment of pedagogical skills training results of students of Faculty of Physical Education, TNUE

No.	Content	Teacher (n=18)					Student (n=56)				
		Weak	Average	Good	Very good	GPA	Weak	Average	Good	Very good	GPA
1	Assessment of expertise and skills	1	9	5	1	2,11	12	17	17	10	2,45
2	Evaluation of how to organize educational activities	6	10	1	1	1,83	19	27	6	4	1,91
3	Assessment of knowledge	1	10	5	2	2,44	8	26	15	7	2,38
4	Assessment of attitudes and sentiment	2	10	4	2	2,33	11	28	12	5	2,2

The results of Table 6 show that all evaluations of pedagogical training activities for students of the Faculty of Physical Education and Sports, TNUE, are only rated at "average" by teachers and students, with an average of less than 2.51. There is no content that teachers and students rate as "weak". None of the content was evaluated by teachers and students as "Good" or "Very good". The reason may be that students are not properly and fully aware of learning pedagogical training subjects, or it may be that students only focus on specialized modules, leading to low pedagogical training results. Therefore, in the coming time, the Faculty and the University need to provide clear and specific evaluation criteria for students to have a basis for better performance.

4.7. Results of pedagogical internships of students of the Faculty of Physical Education and Sports, TNUE in recent years.

In order to evaluate the pedagogical internship results of students of the Faculty of Physical Education and Sports, we conducted statistics on the results of pedagogical internships 1 and 2 in high schools of Courses 51, 52 and 53 in recent school years.

The method of calculating the student's module scores is prescribed by the University as follows:

Grade of multiplier 10	Letter grade
8,5 - 10	A
8,0 - 8,4	B+
7,0 - 7,9	B
6,5 - 6,9	C+
5,5 - 6,4	C
5,0 - 5,4	D+
4,0 - 4,9	D
0,0 - 3,9	F – Failed

The results are presented in Table 7.

Table 7. Rate of pedagogical internship results of students of the Faculty of Physical Education and Sports courses.

Grade	Course 51 (n= 17)		Course 52 (n= 7)		Course 53 (n= 20)	
	No. of people	Percent %	No. of people	Percent %	No. of people	Percent %
A	17	100	7	100	20	100
B	0	0	0	0	0	0
C	0	0	0	0	0	0

(Source: Training Assistant, Faculty of Physical Education, TNUE)

Through reviewing the annual report summarizing the pedagogical practice of the University and through discussions with a number of internship instructors, we found that, although the students' internship results shown in Table 7. are quite high but still have certain limitations such as:

- In terms of expertise: Many students are not stable in knowledge, so they have not mastered the lesson, lack of emphasis on key knowledge, have not applied flexibly and creatively active teaching methods, how to ask questions, the lecture does not have much practical contact and so on.
- Regarding the use of teaching methods and skills: Students are slow to approach the innovation of teaching methods in high schools; Lesson planning skills, communication skills, skills to apply professional knowledge, and presentation skills are still limited. Students themselves have many limitations in pronunciation and voice.
- Regarding management capacity: The teaching-education planning is still stereotyped, rigid, not creative, flexible, and sometimes too dependent on the instructors; the ability to cover and control class is not good, awkward in handling situations in class, etc.
- About the pedagogical style: Not really confident when going to class, the cooperation with students and instructors is still limited;
- In terms of the spirit of love for the job, the motivation to study is not high, the psychology is not fully devoted to the profession, and there is no passion and high sense of the profession.

4.8. Factors affecting pedagogical skills training activities of students of the Faculty of Physical Education and Sports, TNUE

In order to assess the factors affecting the pedagogical skills training activities of students, we conducted a survey of teachers of the Faculty of Sports and Physical Education, TNUE. The results are shown in Table 8.

Table 8. Factors affecting pedagogical skills training activities of students of the Faculty of Physical Education and Sports, TNUE

No.	Element	Influenceless		Influence	
		n	%	n	%
1	Awareness of pedagogical training is not complete and correct	1	5,56	17	94,44
2	The close attention and direction of superior management agencies	5	27,78	13	72,22
3	Competence to conduct pedagogical skills training activities for students of lecturers in charge	0	0,00	18	100,00
4	Limiting facilities, finance and time for pedagogical training activities for students	4	22,22	14	77,78
5	Contents, programs, forms and methods of pedagogical skills training for students	5	27,78	13	72,22
6	Consciousness, motivation and attitude to practice pedagogical training activities of students	2	11,11	16	88,89
7	There has not been close and timely coordination between the forces (Faculties, training rooms, subject groups, Youth Union, etc.) in organizing pedagogical training activities.	7	38,89	11	61,11
8	The work of examining, evaluating and managing the results of pedagogical training activities is still not objective.	8	44,44	10	55,56

The survey results show that all of the above factors have an influence on the pedagogical training activities of students of the Faculty of Sports and Physical Education, TNUE. As follows:

The third factor is considered by teachers to be the most influential, with 100% of the opinions agreeing. The first factor has 94.44% of the opinions agreeing. The remaining factors also greatly affect the student's pedagogical training with an agreement rate of over 50%.

It shows that the surveyed subjects are properly aware of the factors affecting the student's pedagogical training. Through the survey by direct interview, most teachers also think that the "human" factor, consisting of "a warm heart" and "an influence" of the teacher and the direct implementer, is an important factor contributing to the effective implementation of pedagogical training activities of students of Faculty of Sports and Physical Education, TNUE; while the coordination mechanism, facilities conditions and supporting facilities also affect but not significantly, which can be overcome.

5. Conclusion

Pedagogical training activities at universities are part of the training program and are an important preparation step for students before participating in pedagogical and vocational training activities. The research has shown that the current situation of this activity at the Faculty of Physical Education and Sports, TNUE, also revealed some shortcomings, such as the criteria for evaluating the results of contents and programs had not been established. In the process of pedagogical training of students, the school has not built a network of pedagogical practice schools and lacks connection with schools under local education management agencies. The correct assessment of the current situation and influencing factors will help the Faculty and the University get the most accurate results in terms of practical activities so that on that basis, building measures to train pedagogical skills for students in order to contribute to improving the quality of training, meeting the requirements of society and the development of the education sector in the current context.

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