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Factors affecting career development opportunities teacher of business administration department at university of economics in Ho Chi Minh City

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Abstract

Research to analyze factors affecting career development of lecturers at Ho Chi Minh City University of Economics with the aim of aiming at educational work and teaching effectiveness at universities in general and Ho Chi Minh City University of Economics in particular. To ensure accurate research based on data survey, it is carried out through Cronbach's alpha reliability test, exploratory factor analysis (EFA) model, multivariate regression analysis, and analysis. With the need to promote modern education, it is necessary to strengthen the organization of accreditation of factors affecting career development.

Keywords: career development, business administration, university of economics, HCMC

1. Introduction

1.1. Reason for choosing the topic

Today, the strong development of technology and scientific advances have had important impacts on changing customer habits and behavior. In addition, the globalization trend has caused major impacts on the marketing environment, increasing the demand for marketing information in both quantity and quality. So, in the current scenario, marketers need to be aware of the changing trends in the market. Changes in customer tastes and preferences, new products launched on the market, competitors' product prices, and close substitute products of the product quickly and promptly. Marketing research is becoming an increasingly important function in businesses.

Business Administration is a field that trains all the necessary skills and knowledge to be able to work, establish and operate an effective business, regardless of whether it is a private, state, government or non-governmental enterprise. You will learn about how all departments and divisions in a company operate and operate such as finance, administration, marketing, accounting, production, logistics.

1.2. Objectives of the study

Establish and validate a scale based on factors affecting career development opportunities for lecturers in the Faculty of Business Administration

Research the importance of factors that impact career development.

Compare the influence of each factor.

Propose solution orientation based on research results.

1.3. Object and scope of the study

Research object: focusing on issues related to factors affecting career development opportunities for teachers of the Department of Business Administration at the University of Economics in Ho Chi Minh City.

Scope of research: The topic is implemented for teachers of the Department of Business Administration at the University of Economics in Ho Chi Minh City.

2. Content

2.1. Theoretical basis for professional development of teachers in the Faculty of Business Administration

2.1.1. Overview of the history of researching the issue

In recent years, the importance of teachers in solving the problem of educational quality has been deeply recognized in most countries around the world. When it comes to developing the teaching staff, in addition to the consensus on the content of tasks and human resource development, recently, studies have emphasized promoting sustainable development and rapid adaptation. of each teacher and the entire team. In our country, although educational science is still young, there have been significant achievements to improve the quality of education in general and the quality of teachers in particular. Many scientific research works and many documents on this issue have been published. These are scientific reports, research theses on measures to develop teachers, and measures to improve the quality of teachers at all levels and levels. The works focus on researching issues to establish a basis for building teacher training programs and strategies; affirming the personality qualities of teachers, proposing measures to improve the quality of teachers such as scientists: Pham Minh Hac, Dang Quoc Bao, Nguyen Thi My Loc,...

2.1.2. Basic concepts of the topic

2.1.2.1. Teacher

Vietnamese Dictionary - Social Science Publishing House - Hanoi 1994 definition: A teacher is a person who teaches at the high school level or equivalent. In Article 70, Law on Education in the Socialist Republic of Vietnam 2005 [32] has given a complete legal definition of teachers and the standards of teachers as follows:

1. A teacher is a person who is responsible for teaching and educating in schools or other educational establishments.
2. Teachers must have the following qualifications:
 - a. Good qualities, ethics, and ideas.
 - b. Achieve standard qualifications and professional training.
 - c. Healthy enough according to occupational requirements.
 - d. Personal background is clear.

The Education Law also stipulates very specifically the names for each type of teacher according to level, teaching level and work. Educators who teach at preschool, general education, and vocational education facilities are called teachers. Educators who teach and work at higher and postgraduate educational institutions are called lecturers.

2.1.2.2. Teacher of Business Administration Department

2.1.2.3. Professional development of teachers in the Faculty of Business Administration

With its training goals, the Business Administration major aims to provide learners with basic knowledge about managing production and business activities of business organizations under market conditions. Learners will study how to perform management functions such as: planning, organizing the implementation of plans, checking and evaluating in the practice of managing business activities in

general as well as managing operations. different areas of activity of a business organization. Train learners in the necessary qualities of an entrepreneur, the ability to assess situations, the ability to build and organize the implementation of business plans and the ability to make decisions to solve arising problems in business practice; communication, negotiation and public relations skills. After graduation, a bachelor of Business Administration can become a specialist working in functional departments and in the management apparatus of the enterprise; they can also become professional entrepreneurs or executives. A portion of graduates can do teaching and research in specialized areas of Business Administration at universities, colleges and professional secondary schools.

The training program of the Business Administration major is built on a credit system with a duration of 135 credits at the undergraduate level, 50 credits at the graduate level, ensuring continuity with bachelor's and graduate training programs in some other training facilities in Vietnam. This program also has complete access to the specialized training content of Business Administration from a number of prestigious universities in the world. Therefore, learners can continue to study at higher levels at other training institutions at home and abroad.

2.3. Content of professional development work for teachers of the Faculty of Business Administration

2.1.3.1. Develop planning and professional development plans for teachers of the Faculty of Business Administration

To carry out the work of developing teachers effectively, planning is extremely important. In the planning stage, forecasting is the core issue. Education management agencies must make medium and long-term forecasts of the number of classes and students to serve as a basis for planning the number of teams. sleep; Investigate teachers' professional qualifications to plan and develop teachers' professional training to improve teacher qualifications. Analyze the current state of human resources at the educational level to plan additional teachers to ensure the required number of teachers.

Planning to develop the teaching staff must meet the following requirements: sufficient quantity; structural synchronization; quality assurance; Forecasting changes in personnel and additional direction; standardization orientation for each position.

2.1.3.2. Training and fostering to improve the quality and capacity of teachers of the Faculty of Business Administration

Developing human resources, education and training to meet the high-quality human resource requirements of the Fourth Industrial Revolution and international integration is one of the key tasks and solutions. Accordingly, strongly shifting the educational process from mainly equipping knowledge to comprehensively developing learners' capacity and qualities; from studying mainly in the classroom to organizing diverse learning forms, paying attention to teaching and learning online, through the internet, television, social activities, extracurricular activities, and scientific research; School education combined with family education and social education. Training people in the direction of ethics, discipline, discipline, and a sense of civic and social responsibility; have life skills, work skills, foreign language

skills, information technology, digital technology, creative thinking and international integration.

2.1.3.3. Check and evaluate teachers

The Ministry of Education and Training has set out CNN criteria on professional qualifications, political qualities, lifestyle, professional skills... political qualities, pedagogical capacity... The basis for evaluating teacher capacity must be based on knowledge, pedagogical capacity, political qualities, lifestyle...

Using CNN as one of the bases to evaluate the development of the teaching team is to help teachers self-assess their own development. The school principal is the person who directly monitors and supervises the teaching staff, evaluates the capacity, expertise, skills, and working potential and motivation of this team. The Department of Education and Training will be the final management agency at the district level to inspect, evaluate results and implement teacher development plans. Testing and evaluating the development of teachers is a regular and continuous job for administrators, but the end of each school year is when accurate results are available as a basis for planning, next.

2.1.4. Factors affecting the development of staff of the Faculty of Business Administration.

2.1.4.1. Policy perspective on professional development of teachers of the Faculty of Business Administration

Along with the development of science and technology. Our Party and State always consider education and training as "top national policies", from which there are orientations, resolutions, directives, decisions, etc. on the development of education as well as the development of teaching staff. teacher. This is the basis for education management levels to thoroughly manage and concretize in written instructions for implementation. This is also the basis for primary schools to strategize, build plans and develop teachers to suit development requirements in the new era.

2.1.4.2. Qualifications, abilities, and qualities of Business Administration lecturers

- Qualifications, abilities, and qualities of the teaching staff. The country's industrialization and modernization is in dire need of qualified and high-quality teachers. From there, it is required that the teaching staff must meet the requirements for qualifications, capacity and ethical qualities. The qualifications of this team have a great influence on the development of CNN's teaching staff in favorable or difficult ways.
- The teaching staff has ethical qualities that meet professional requirements: "Serious working style; comply with discipline; always strive, unite, agree, support each other, overcome difficulties to complete the task"
- The teaching capacity of lecturers according to the lexicographic approach and interpretation can be understood as the ability to perform assigned teaching tasks based on their qualities, knowledge, and skills.
- Qualities of lecturers
- In management activities, current Vietnamese law stipulates that lecturers must have ethical qualities with general standards and specific standards associated with professional characteristics. Based on those regulations, the author concretizes the moral qualities of lecturers

into the following criteria:

- + Comply with the law: Lecturers must always consciously comply with the Party's guidelines and policies; State policies and laws; regulations of the education and training sector; regulations of the higher education institution where they work.
- + Style, working style, professional responsibilities: Lecturers must have style and working style suitable to the work of the educational and training environment; Always demonstrate a willingness to accept tasks and be responsible for assigned tasks; preserve the quality, honor, and reputation of teachers; Respect the personality of learners, treat learners fairly, and protect the legitimate rights and interests of learners.
- + Working spirit and attitude: Lecturers must have a serious, honest and progressive working attitude; Have a spirit of dedication and serve the school and society with your own abilities; The spirit of fighting against negative manifestations and behaviors in school and society.

2.1.4.3. Necessary conditions ensure professional development as a Lecturer in the Faculty of Business Administration

To develop a team of highly effective teachers, it is necessary to be associated with conditions that ensure this activity in terms of program content and training methods; on facilities, equipment, and information systems to serve plan implementation; about the resources mobilized to implement solutions for managing the teaching staff, etc. This is also a necessary condition to achieve the goals expected by managers. In developing the teaching staff, subjective factors can be considered as internal forces, objective factors as external forces. Thus, internal force is the decisive factor, while external force is the supporting condition; But they are never separate, but always interact and complement each other; for each other. In operations, managers need to know how to apply and combine well, creating interference between subjective factors and objective factors in work. Developing a team of lecturers will achieve expected results.

3. Current situation of teachers of the faculty of business management

3.1. Overview of the status survey process

3.2. Current status of teachers in the Faculty of Business Administration

3.2.2. About the quantity

The school's total staff and lecturers are 580 people. Including 9 professors, 51 associate professors, 192 doctors, 369 masters and 19 lecturers with university degrees. The teaching staff is trained from prestigious schools at home and abroad, with qualifications, scientific reputation and professional expertise.

Many lecturers in the department are reputable experts and strong personal brands in research, training, and consulting activities in the academic environment and practical applications in the market.

The development orientation of lecturers in the department is divided into two strengths: application direction - training, business consulting, applied research - and academic research direction - promoting academic research, publishing in

domestically and internationally - creating diversity in capabilities among the teaching staff

3.2.3. About structure

With the mission of developing a generation of creative administrators, effective leaders, and successful entrepreneurs, the Business Administration major at Ho Chi Minh City University of Economics offers students advanced training programs. Advanced, referenced from more than 200 leading Business Administration schools in the world.

The business administration major of Ho Chi Minh City University of Economics has 3 majors for you to choose from: Management (research on knowledge related to management in businesses), Quality Management (research on effective quality management methods) and Startup Management (in-depth research on knowledge related to startup activities, management and business project development). Depending on your future career orientation, you can choose a suitable major.

In addition to the standard program, UEH also trains high quality systems and ISB talent systems. With the high quality system, students will have two options: High Quality Vietnamese with 20% of specialized knowledge in English and High Quality English with 100% of learning content in English. The advantage of this program is that the class has only 40 students with spacious facilities and more modern and smarter classrooms. Lecturers are also leading teachers in the industry and have many international achievements.

3.2.4. About quality

City University of Economics. Ho Chi Minh is one of the country's key universities. The school has the number of students at all levels and training systems, from Bachelor to Master, Doctor, and is considered the largest in the country with an annual flow. more than 30,000 students and trainees. Along with the country's innovation and development process, after 45 years of formation and development, with a team of professors and lecturers trained from prestigious domestic and foreign schools, with deep and prestigious expertise. Highly scientific, UEH has made many practical contributions to scientific research through many international publications, key research topics at state and local levels, and research applied to Practice; Extensive international cooperation network with more than 125 international education partners from major countries around the world such as the United States, France, Australia, New Zealand, Netherlands, Korea, Singapore. In particular, the school has trained hundreds of thousands of officials, economists, and managers with university and postgraduate degrees for the whole country; ensuring quality and reputation and has been holding important positions at state management agencies; domestic and foreign businesses; leaders, lecturers of universities, colleges.

3.2.4.2. Degree training

The Faculty of Management is responsible for providing training programs at bachelor's, master's and doctoral levels in management majors.

Improve scientific research capacity for SOM scholars. This aims to increase the number of SOM publications in qualified domestic and international journals as well as enrich scientific knowledge;

Establish domestic and international partnerships with universities and businesses to internationalize training

programs and apply new knowledge to solve business problems in diverse situations reality

3.2.4.3. Qualities and capabilities

Build a sense of civic responsibility, a sense of discipline and a professional working style. Focus on building a sense of strict compliance with the laws of the State and the workplace; Responsible and highly professional as an administrator; Create a spirit of innovation and dynamism in professional activities, have a healthy lifestyle, be confident and ambitious; Have a spirit of community service, cooperation, and friendliness with colleagues and everyone.

3.3. General assessment of University Business Administration teachers

Ho Chi Minh City Economy

3.3.2. About advantages

Enthusiastic and highly professional instructors. Good and professional learning environment, Dynamic environment, easy-to-understand lectures with close practical application

3.3.3. Regarding disadvantages

There are no weaknesses to improve

3.4. Current status of professional development of Business Administration lecturers at Ho Chi Minh City University of Economics

3.4.2. Training and fostering business administration teachers of Ho Chi Minh City University of Economics.

- Regarding training

Training contents include: Training to improve professional qualifications, private sector politics, Party guidelines, State policies and laws in various fields, especially education and training. . Training on innovating teaching methods. Innovating teaching methods is one of the criteria for evaluating teachers' standards every year.

Training on the standards of the teaching staff: The Department of Education and Training together with the school principal has developed an annual plan to send teachers to school to improve the qualifications of the staff and this force is the professional core.

The department has also focused on creating conditions for teachers to fully participate in regular training cycles according to industry regulations. In addition, teachers are always conscious of self-study and professional training through studying reference materials, observing lessons, giving lectures, exchanging with colleagues through group activities, etc. Organizing seminars topics, introduce new and difficult topics, practice and update teachers' knowledge.

- About training business management teachers

Instructors are responsible for supporting teachers in many ways: compiling support documents, training teachers, answering problems that individuals or study groups have not been able to solve during the training process.

Each teacher observes a lesson to exchange and learn from the experiences of colleagues, and observes one hour of a colleague's lesson each week with specific notes, evaluation and scoring according to regulations.

3.4.3. Teacher evaluation work

+ Teachers self-assess: compare the evidence with the

specific criteria of the standard to score on the evaluation sheet.

+ Evaluation team leader: check the teacher's self-assessment scores, participate in comments, give opinions and record scores on the teacher's evaluation form. Prepare an evaluation report to send to the principal.

+ Principal evaluates: chairs the board of directors meeting to inspect, evaluate, summarize reports and resolve inconsistent issues in the Faculty of Business Administration. Record comments and teacher evaluation results on the form and publicize the results to the entire faculty.

3.4.4. Construction of working conditions and environment

Due to the specific characteristics of the City, which have had more favorable conditions for development in recent times, universities in Ho Chi Minh City have been equipped to fully purchase teaching and construction equipment. Facilities ensure the teaching and learning of lecturers and students. Besides, the school has built a friendly and comfortable environment most suitable for lecturers and students. And the school needs to regularly inspect the facilities and security at the school to ensure the best working environment for lecturers and learning for students.

4. Career development measures for teachers of the faculty of business administration

4.1. Basis and principles for developing measures

4.1.2. Orientations for professional development of teachers in the Faculty of Business Administration

In recent years, the country in general and Ho Chi Minh City in particular have built an increasingly large team of teachers, most of whom have good moral qualities, political awareness, and professional qualifications. steadfast, professional skills are increasingly advanced. This team has basically met the requirements of improving knowledge, nurturing talents, and contributing to the victory of the country's revolutionary cause.

However, facing the innovative requirements of educational development in the period of industrialization, modernization and international integration. The professional quality of the teaching staff has not met the requirements of innovation, most still teach in the old way, placing emphasis on conveying theory, paying little attention to developing creative thinking, capacity, and discipline. practical ability of learners.

4.1.3. Principles for developing measures.

4.1.3.2. Principle of ensuring inheritance

Management measures need to ensure inheritance, respect for the past, be polite, only change what is inadequate, and at the same time the measures must also promote the potential of society.

4.1.3.3. Principles ensure practicality

Measures need to be consistent with the economic, cultural, social development and local customs. Each educational institution has different characteristics in many aspects such as structure, qualifications, faculty capacity, and technical facilities. Therefore, measures must be suitable to reality, flexible, flexible and specific.

4.1.3.4. Principles to ensure effectiveness

Measures must ensure effectiveness, least cost and highest

efficiency. Measures must come from the actual conditions of each unit, but on the basis of implementing specific goals of the locality and the education sector based on the education development strategy from now to the present.

4.2. Measures for professional development of teachers in the Faculty of Business Administration

4.2.2. Innovation Develop planning and professional development plans for teachers of the Faculty of Business Administration

This is the process of researching and determining the needs of the faculty of the Faculty of Business Administration, making policies and implementing programs and activities to ensure that the school has a sufficient team of lecturers with professional qualities. appropriate subjects to perform teaching tasks with high quality and effectiveness.

4.2.2.2. Objective of the measure

Make teachers clearly aware of the role, position, and requirements placed on teachers of the Faculty of Business Administration in the current period; see the importance of training teachers according to Standards; Teacher training content that closely follows CNN is an urgent requirement of the profession and the public interest. From that awareness, faculty members are self-aware and self-manage the training process.

4.2.2.3. Content and implementation of measures

First of all, the teaching staff themselves must clearly understand the content of the CNN Regulations, the purpose of promulgating and implementing the standards for teacher evaluation, methods, processes and tools for evaluating and grading teachers pellets.

Facing the new opportunities and challenges of the times and the requirements of educational innovation, each teacher standing on the podium must consider training and self-improvement as his or her rights, obligations and responsibilities. A conscientious and responsible teacher is one who must regularly train to have an exemplary and didactic lifestyle, set an example for students and the community, and be worthy of the teacher honor that society is giving them. , actively study, cultivate and improve professional qualifications.

On the other hand, strengthen propaganda to make everyone understand the importance and decisive role of teachers in the educational cause, thereby participating in the teacher evaluation process, contributing to preserving the tradition of "respecting teachers, respecting religion", on the development of the industry in general and the development of teachers in particular. Land is a measure with two purposes: to both contribute to improving the position of teachers and the industry, and to make the cause of socialization in education develop better.

To perform the above content well, it is necessary to:

Organization of learning and research

Organizing seminars and thematic activities creates opportunities for teachers to present their opinions, debate, discuss, and share stories about issues related to professional capacity. From there, teachers of the Faculty of Business Administration will clearly realize the importance of training and self-improvement to improve their qualifications in all aspects, clearly see their obligations and responsibilities to strive for advancement in all fields. area.

4.2.3. Improve the effectiveness of training and fostering to improve the quality and capacity of teachers in the Faculty of Business Administration

To achieve the goal of improving the quality of teachers in the Faculty of Business Administration, the first job in management work is for managers to develop a training plan. That plan must be systematically built, completed and become a common action program of all levels of management. This is the design organization stage in a series of management activities of the quality management theory of British experts and experts around the world unanimously mentioned: Setting standards - Comparing the current situation compared to the standard – There are measures to bring the current situation up to the standard level.

4.2.3.2. Objective of the measure

The goal of the measures for teachers of the Faculty of Business Administration is to improve the capacity and quality of the faculty's teachers in the fields of politics, ethics, and lifestyle; pedagogical knowledge and skills to meet the needs of social development.

4.2.3.3. Content and implementation of measures

- Develop a plan for the faculty of the Faculty of Business Administration
- Identify areas that need training

The ultimate goal of training teachers of the Faculty of Business Administration is to improve the quality of lecturers. Based on the system of fields of the Standard and the current situation of faculty teachers and the training needs of teachers, specific goals are set for each plan in each period.

- Develop appropriate training content

The content of training is to specify the areas that need training that have been generally identified. It is necessary to base on the immediate and long-term requirements of development goals as well as implementation conditions to institutionalize specific content in each certain time period. The contents that need training are in the following areas:

- Political and ideological training
- Knowledge training
- Training in pedagogical skills
- Regularly cyclical training
- Regular teacher training and advanced training by topic

4.2.3.4. Implementation conditions

Regarding planning work: The person who develops the teacher training plan must be knowledgeable and familiar with the regulations, the current status of teachers, and the general plan of the entire education sector, and must have the most qualifications regulations on the development of education and training plans.

Develop inspection and supervision plans, specific assessment tools, with clear evidence in parallel and in sync with the standard teacher training plan. In addition, paying attention to investing appropriate funds for effective inspection and supervision is also something that needs attention and ensuring satisfactory implementation.

4.2. Innovate the inspection and evaluation of Business Administration Admins

4.2.4.2. Objective of the measure

- To contribute to improving the effectiveness of

inspection and evaluation of teachers. Through inspection activities, management subjects can measure the results of achieving set goals. For teachers themselves: Evaluate and rank teachers according to CNN to evaluate the results of each teacher's plan implementation to confirm the good, find limitations and shortcomings for adjustment. Learn from experience and continue training to meet standards.

- For management levels:
 - + This activity aims to clarify capacity, qualifications, work results, political qualities, ethics, and lifestyle as a basis for education management levels to arrange, use, and supplement tasks. Besides, it also helps to detect deviations, manifestations or signs of violation of the provisions of professional regulations so that when you are dreamy, you can remember, adjust and find the causes and solutions. Server troubleshooting solution. At the same time, discovering positive factors, competent teachers with gold prevention expertise are the core of schools, creating motivation as well as helping new graduates and teachers with limited expertise. as well as other aspects of activities.
 - + Helping managers come up with appropriate solutions, on the other hand, promoting teachers' active process, making teachers more aware of implementing and investing in assigned tasks, avoiding lack of self-awareness leading to procrastination. Stagnation reduces professional ability, inspection aims to correct teachers and take appropriate training measures.

4.2.4.3. Content and implementation of the measure

- When it comes to testing and evaluating teachers according to CNN, we need to consider all three areas: political qualities, ethics, and lifestyle; knowledge; Master's and doctoral skills.
- In there:
 - + First of all, about professional qualities: Check awareness of the Party's policies and viewpoints, program content, school year tasks, teachers' tasks... This awareness shows the teacher's level of understanding about The work we do can be checked through compliance with the guidelines and policies of the Party, the State, and industry regulations; the implementation of agency rules, through daily work, and industry regulations; the implementation of agency rules, through teachers' daily work, through behaviors with students, colleagues, families and the community....
 - + Second, on knowledge and vocational skills: assessed in the following areas: Checking understanding, in-depth knowledge of subjects, grade level teachers are assisted in teaching
- Evaluation steps
 - + Find them – Determine the level of criteria – Determine the level of requirements Determine the level of fields > Determine the general rating level. This assessment will ensure objectivity, accuracy, and accurately reflect the professional capacity of teachers at the time of assessment. The steps to evaluate teachers include 3 steps:

Step 1: Teachers self-assess: This is the main step in evaluating teachers according to standards. Teachers self-affirm their own professional abilities, find their own strengths and weaknesses according to the requirements of the standards, and then have a plan for self-improvement.

Step 2: Professional team and colleagues participate in the evaluation: Colleagues will participate in the evaluation expressed in comments and opinions (agree or disagree with the lecturer's self-assessment). These are often sincere comments, encouragement, and analysis to help teachers develop their professional capacity. The organization is responsible for agreeing on the opinions of the person being evaluated and the team members, then recording the organization's evaluation results in the evaluation form (In case it is necessary to get opinions from the collective of teachers in the school). , need to make a separate list to send to the Principal for general resolution).

Step 3: Principal conducts evaluation: Principal plays a decisive role in evaluating teachers according to standards. Therefore, in addition to promoting democracy in evaluation, Principals have a high responsibility in evaluating teachers accurately and objectively. Thereby, improving the professional capacity of the teaching staff in the school to well carry out the school year's tasks set by the school.

4.2.5. Ensure supporting conditions to develop the team of lecturers in the Faculty of Business Administration

Developing teachers to meet CNN includes: (1) human resources: people carrying out teacher training and (2) material resources: classroom facilities and equipment, funding, regimes for teachers and learners, documents, teaching aids...

4.2.5.2. Objective of the measure

Determine the necessary conditions for teacher training, create the best conditions in the allowable circumstances for the training to be most effective, and identify sources to obtain those conditions.

4.2.5.3. Content and implementation of measures

- Material resources
- Ensure adequate documents for teaching, learning and reference. Based on the determination of new content, training materials can be determined. The contents of the Ministry and Department level plans may already have documents available. For content that departments and schools proactively plan for teacher training, experts and specialized staff can be invited to develop outlines and organize compilation. Documents serving training should have an open structure so that information can be updated promptly; Focus on building skills to transform biased information.
- Update information promptly; Focus on building skills to turn information into knowledge for teachers. It is necessary to determine the investment of an adequate amount of money to compile quality documents to meet training goals. There are documents for lecturers, there are documents for learners. Ensure facilities and equipment for training. For training teachers, classroom facilities are as important as for students, but they cannot be overlooked. Based on the form of training to determine appropriate facilities and equipment to avoid

waste and achieve high efficiency. To create psychological comfort for teachers in organizing teaching-learning activities; Learners absorb, practice, and take initiative in individual or group learning activities, or give presentations.... Classroom facilities, facilities, and equipment need to meet all activities, the environment needs to be airy, hygienic

4.2.5.4. Implementation conditions

Build a coordination mechanism between professional agencies and professional agencies, advise with government and local Party committees at all levels, and perform the task of training teachers. In order to have material conditions to ensure good results for training, it is necessary to have investment funds for the above items. To do so, the teacher training plan according to the Standards must be approved and approved by the competent authorities.

4.2.6. Testing awareness of the necessity and feasibility of proposed measures

To have a basis for proposing measures, the author of the thesis also tested the awareness of education managers about the necessity and feasibility of these measures. The results obtained are as follows: First of all, testing the necessity of continuing to build and improve the quality of the teaching staff.

5. Conclusion and Recommendations

5.1. Conclusive remarks

The work of developing a team of lecturers according to professional standards is an important content in the phase of implementing the requirements of current educational innovation. People in charge of education management need to invest more effort, financial and physical resources in managing this work, both to meet current team building requirements and as a long-term plan for quality development. future team size. With the set goals and tasks, the thesis has accomplished the following basic contents:

Theoretical: The thesis focuses on researching, analyzing, clarifying and systematizing basic concepts related to the development of teachers such as: management, labor characteristics of teachers and CNN teachers, the importance of developing the teaching staff and managing work according to CNN

Regarding practice: The thesis deeply analyzes and evaluates the characteristics and quality of the teaching staff compared to CNN; Analyze successes and limitations in developing the teaching staff; Find the advantages and disadvantages to limit and overcome weaknesses and promote the strengths of teacher training management according to CNN to improve professional capacity for teachers. From analyzing and evaluating the current state of development work, in the light of theoretical issues of management science and education management, the thesis has proposed measures to manage and develop the teaching staff to meet CNN. The system of measures that the project builds is to improve the effectiveness and efficiency of developing the teaching staff with the goal of improving the professional capacity of teachers, meeting CNN. Although there is no condition to strictly follow the guidelines, we examine the results of the development of the teaching staff with the aim of improving the professional capacity of teachers to meet CNN.

5.2. Recommendations

For the Ministry of Education and Training, continue to expand forms of training for managers and teachers on innovation and raise awareness of quality assurance education management and change management in education. innovate and raise awareness of educational management to ensure quality and manage change in education. Develop teacher training programs according to content cycles consistent with the requirements and criteria issued by CNN. In the immediate period, special attention should be paid to training the capacity to build a friendly learning environment and testing and evaluation skills; professional development capacity, detecting and solving problems that arise in educational practice. Develop plans and direct the mass implementation of teacher training according to the documents of the Lecturer Development Project

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