



Overview of research works on management of teaching activities

Nguyen Van Khanh

Master's student at Dong Thap University

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Abstract

Effective management of teaching activities in elementary schools is a key factor in achieving educational goals and enhancing students' learning outcomes. This overview provides profound insights into strategies and practices applied globally, supported by recent research and reports from both domestic and international studies, serving as the basis for researchers studying elementary school teaching management to improve the quality of education today.

Keywords: Overview, Management, Teaching activities, Elementary school

I. Introduction

Primary education holds significant importance for all individuals and social strata. It serves as the foundational stage of general education, tasked with fostering the emotional, moral, intellectual, aesthetic, and physical development of children. This stage lays the initial groundwork for the comprehensive personality development of students and acts as a crucial bridge to lower secondary education. In primary education, teaching activities are pivotal, requiring teachers to tailor their methods to suit the age group, ensuring educational and developmental objectives are met, all of which must be effectively managed. The author surveys both domestic and international research to underscore the critical role of managing teaching activities in elementary schools.

II. Foreign research studies

The integration of Information and Communication Technologies (ICT) in school leadership and management has become increasingly significant. A comparative study involving principals from countries such as Germany, Denmark, and the United States highlights the varied usage of ICT for leadership and management activities. German principals, for instance, use ICT similarly to their international counterparts but face barriers like lack of competencies and adequate support (Emerald). ICT

can facilitate communication with education authorities and improve school management efficiency (Emerald).

Ongoing professional development for school leaders is essential to keep up with educational reforms and innovations. UNESCO emphasizes the need for continuous training of school principals in leadership and management skills, particularly in low-income countries. This training includes workshops, online courses, and peer learning opportunities (UNESCO Document Repository).

Inclusive leadership practices that involve teachers, parents, and the community in decision-making processes are found to be effective. Studies indicate that schools with collaborative leadership models tend to have better student performance and higher teacher satisfaction. For instance, in Finland, a collaborative approach involving teachers in curriculum development and school improvement plans has led to positive educational outcomes (UNESCO Document Repository).

Innovative curricular and pedagogical approaches are being adopted to enhance teaching and learning. In countries like Singapore and Japan, there is a strong emphasis on problem-solving skills and critical thinking. Teachers are encouraged to use interactive and student-centered teaching methods, supported by regular professional development sessions and peer observations (UNESCO Document Repository).

Despite these advancements, several challenges persist. Issues such as inadequate funding, resistance to change, and lack of access to modern technology hinder the effective management of teaching activities. Research suggests that addressing these challenges requires a concerted effort from governments, educational institutions, and the community to provide the necessary resources and support (UNESCO Document Repository) (Emerald).

The management of teaching activities in primary schools worldwide involves a combination of ICT integration, professional development, inclusive leadership, and innovative pedagogical



practices. Overcoming the challenges requires a collaborative approach and continuous investment in educational resources and training. These strategies collectively contribute to creating a conducive learning environment that fosters student achievement and educational excellence.

III. Vietnam research studies

The management of teaching activities in primary schools is crucial to ensuring educational quality and comprehensive development for students. This overview examines current strategies and practices in managing teaching activities in primary schools in Vietnam, referencing various studies and literature.

The integration of ICT into school management is widely applied to enhance teaching and learning efficiency. According to a study by Tran Thi Minh Chau and Nguyen Thi Thanh Thuy (2018), the application of ICT in educational management improves management processes, increases transparency, and facilitates teachers' and students' access to learning materials. Vietnamese schools have started using student management software, electronic grade books, and school management information systems to optimize management processes.

To meet the requirements of educational reform, continuous professional development for administrators and teachers is essential. The Ministry of Education and Training in Vietnam has organized numerous training courses, workshops, and seminars to improve professional competence and management skills. According to a report by the Ministry of Education and Training (2020), these professional development programs have significantly improved teaching quality and management in primary schools.

Inclusive and collaborative leadership, involving teachers, parents, and the community, is vital in school management. Nguyen Thi Lan Huong (2019) emphasizes that a collaborative leadership model creates a positive learning environment, encourages the participation of all stakeholders, and improves student learning outcomes. Providing opportunities for teachers to participate in decision-making processes and curriculum development is among the best practices adopted in many primary schools in Vietnam.

Innovating the curriculum and teaching methods is necessary to meet the diverse learning needs of students. Primary schools in Vietnam have begun adopting active, student-centered teaching methods that encourage critical thinking. Nguyen Thi Thanh Binh (2021) notes that using teaching

methods such as project-based learning, play-based learning, and experiential learning has increased students' interest and effectiveness in learning.

Despite many advancements, managing teaching activities in primary schools in Vietnam still faces numerous challenges. Issues such as resource shortages, uneven infrastructure, and resistance to change from some teachers persist. According to Nguyen Van Phu (2020), addressing these challenges requires support from the government, community, and non-governmental organizations to provide necessary resources and promote educational innovation.

The management of teaching activities in primary schools in Vietnam includes the integration of ICT, professional development, inclusive leadership, and innovative teaching methods. Overcoming challenges requires continuous cooperation and investment in resources and educational training. These strategies collectively contribute to creating a favorable learning environment, promoting student progress, and improving educational quality.

Therefore, managing teaching activities is indeed a pressing issue that has garnered significant attention and warrants continued research. This is why the author chose to investigate the topic of "Managing Teaching Activities in Elementary Schools in Vi Thuy District, Hau Giang Province." The study aims to propose appropriate and effective management measures to enhance the quality of education, particularly during the implementation of new curriculum and textbooks at the elementary school level in the district.

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