IDENTIFY METHODS OF TEACHING AND LEARNING TO CREATE INTEREST, SELF-STUDY, AND CREATIVITY OF STUDENTS

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Abstract

Purpose: This research indicates the need to identify the right teaching and learning methods, ways to design teaching and learning methods for lecturers, and students in Vietnam's higher education system. From there, point out the limitations of current teaching methods and the advantages when teachers and learners design their new teaching and learning methods.

Methodology: This research uses qualitative and quantitative research methods through interviews about teaching methods of lecturers and student learning methods; evaluation of lecturers and students about the advantages and disadvantages of the current teaching and learning method. Respondents included 1.000 students and 130 lecturers at several universities in the Ho Chi Minh City of Vietnam.

Main Finding: Based on these data and analysis, this study shown a new paradigm in developing active teaching and learning methods for lecturers and students, optimal methods for achieving the expectations that teaching strategies and active learning by the instructors and students.

Implications/Applications: This study contributes to the development of positive teaching and learning strategies, creating interest, and promoting students' self-study ability. The results will help lecturers, and students build proper teaching and learning strategies, creating funny, development capacity, and creativity of students.

Novelty/Originality: The research, analyze and design the essential contents of the strategy development process for both teachers (lecturers) and learners (students). The main contributions of the research are the initial conditions necessary for teachers and students to develop effective teaching and learning strategies for themselves.

Keywords: *Teaching and Learning, Interest, Self-study, Creativity, Lecturers and Students, Ho Chi Minh City.*

INTRODUCTION

The innovation of methods, forms of teaching and learning, examination, and evaluation in the direction of developing capacity, promoting students' creativity, has been implemented for many years at many universities around Vietnam (Tien, 2008, Vy, & Tien, 2016). Most lecturers are now equipped with theory and practice on effective teaching methods and techniques in the training process at universities, in the process of training to become lectures, as well as the annual training and retraining process. However, the implementation and application of existing teaching methods in practice are not frequent and ineffective (Hai, 2011).

The cause is the current training program in many universities designed in a "spiral" style, many rounds, so each subject has knowledge content divided into different levels to study at different levels (but not reasonable and necessary) (Vy, & Tien, 2016). The presentation of knowledge in textbooks, documents are content-oriented, heavy on the argument, reasoning, interpretation of knowledge formation. The same problem but knowledge is divided into several sections, subsection to transmit in 45-50 minutes, not suitable for active teaching methods. There are knowledge contents included in many subjects (Bernd Meyer, & Cuong, 2014); the main form of teaching in class according to each chapter, the lesson to "teach the content in the curriculum" what is written in the document, mainly "forming and equipping knowledge", the curriculum has little practice, applying knowledge learned in reality (Brayden, 2017).

Partly due to the passivity and dependency of the instructor. In the teaching process, for good use of active teaching methods, the lecturer must invest both in effort and time (Vy, & Tien, 2016), example, learn about the subjects you teach (can teach the same subjects for many disciplines, ages, etc. different), design different teaching methods, explore teaching methods appropriate, lecture design, technology application into teaching. Therefore many lecturers only use their knowledge available to put into lectures, little research and discovery; use non-positive teaching methods such as presentations, reading - writing, etc but less use of active teaching methods, to create excitement, promote creativity and ability to explore and discover of students (Sinh, 2019).

Because of that, for many years, in many universities in Vietnam, the innovation of teaching and learning methods has only been at the movement level, slogans, less become mandatory regulations for lectures (Vy, & Tien, 2016, Hoat & Duc, 2017). Innovating the method is very necessary, but if it is left to each instructor to find out for himself, it will lead to the situation of "hundreds of flowers blooming", inconsistency and synchronization. Therefore, to innovate the teaching method, in essence, it is necessary to build positive teaching and learning strategies.

There have been many researchers on the need to innovate teaching methods at the university level (Hoat & Duc, 2017). However, the topic has little to mention the role of learners, from which the topic has little to discuss solutions with the learners and focus only on solutions from the teachers.

So, the above studies mostly discuss methods, teaching techniques that are widely used in the learning levels, within attention to active teaching methods, to maximize the learners; ability. These are the premise, basic conditions for teachers as well as learners to adjust themselves: help teachers find the best teaching methods, learners are interested and active in learning (Hoat & Duc, 2017). However, to develop a positive teaching and learning strategy to create excitement and promote students; self- learning and creative abilities, there has not been much research. Therefore, the authors focused on developing teaching and learning strategies through practical surveys at many universities into Chi Minh City. From the survey results, based on the practical requirements of Vietnamese higher education, the authors formulated active teaching and learning strategies for creating funny, development capacity and creativity of students.

LITERATURE REVIEW

Viewpoints on excitement and interest in awareness: psychologist Covaliop, in the book "personal psychology" has given a concept of interest as follows: "Excitement is a peculiar attitude of individuals to certain subjects, due to its meaning in life and its emotional attraction" (Covaliop, 1971). This concept is used by many authors in research projects on excitement. Vietnamese psychologists have considered "excitement" a form of emotional expression and human awareness needs aiming at a sense of excitement about the purpose of operation, to learn more deeply and more fully reflect the object in real life. When we are on excitement and interest in something, it is always aware of us, we understand the meaning of it for our lives (Hoat & Duc, 2017). Moreover, in man himself develop a special affection for it, so the interest that attracts in man himself towards its object creates a psychological desire to approach it deeply (Van & Hiep, 2019).

Thus, excitement is an attribute of personal tendency, attachment, and other attributes of the trend. That is a reflection of the selective attitude of the subject with objective reality. It stimulates positive activity and helps people to do their job easily and effectively. It also has special meaning for the development of personality perfectly. Therefore, one of the important tasks of education is to create interest in learners. Colorful excitement as well as the diverse activities of people, in which, the interest in awareness is a special kind of excitement and has an important position for people (Van & Hiep, 2019). "Exciting awareness is a part of general interest, understanding as to the quality of personality to ensure the maintenance of human activity to satisfy needs is the fundamental motivation of existence and development" (Long, 2000). "Exciting awareness is an attitude, an individual's choice of cognitive objects, in which the individual does not stop at the external characteristics of things and phenomena, which is directed at the inner attributes of phenomenal things that want to be aware" (Tien, 2008). In that sense, the interest in learning is part of the exciting awareness. Exciting awareness is a special attitude of students towards the content and learning activities. Because students are aware of the importance of studying subjects at the university level, being able to bring satisfaction to students in the process of learning (Hoat & Duc, 2017). Exciting learning is one of the prerequisites for positive cognitive activity, promoting positive, proactive, and creative students in learning, help their learning to be highly effective.

Viewpoints on active teaching methods: Active teaching method (active teaching method) is a short term, used in many countries to indicate the methods of education and teaching towards promoting the positive, proactive, and creative of learners. "Positive" in teaching methods - positive is used with the meaning of activity, proactive, contrary to inactivity, passive, not used in a negative sense.

Positive teaching methods aim at the cognitive activities of learners (Bernd Meyer, & Cuong, 2014) which means focusing on promoting the positive of the learner, not focusing on promoting the positive of the lecture, however, to teach positively, lectures must make more efforts than passive teaching.

Want to innovate the way to learn must innovate the way of teaching (Vy, & Tien, 2016). The way of teaching commands the way of learning, but on the contrary, the learning habit of the student also affects the way of the lecture. For example, there are cases where students require active teaching methods but lectures have not met, or there are cases where lectures are eager to apply active teaching methods but are not successful because students have not adapted, still familiar with passive learning. Therefore, lectures must persistently use active teaching methods to gradually build students a proactive learning method and fit, from low to high. In innovating teaching methods, there must be cooperation between lecturers and students, rhythmic coordinated teaching activities with learning activities are successful (Hoat & Duc, 2017). Thus, using the term "active teaching and learning" to distinguish from "passive teaching and learning".

Active teaching is a learner-centered teaching method (Fuat, & Dilek, 2016; Farah & Hasan, 2017). This teaching method has fundamentally changed modern education (Ibijola, 2015; Hoat & Duc, 2017; Yossi, 2018). The teacher-centered teaching method has been replaced by this method. Therefore, to achieve the desired results, faculty and students must identify the purpose of education (Conor, 2015; Vy & Tien, 2016; Van & Hiep, 2019). To answer that question, the instructor and the student must identify the following:

1. Do lecturers and students of some universities in the Ho Chi Minh City of Vietnam understand the nature of active teaching and learning methods?

2. What did lectures and students do in the teaching and learning process to achieve the goals set out in the teaching and learning process?

3. Why has the innovation of teaching and learning methods in Vietnamese universities not yet fulfilled the desired results?

This study will design questions related to lecturers and student evaluation of current teaching and learning methods (traditional teaching methods); limitations of this method; positive changes (expected) if new teaching and learning methods are applied. From there, provide ways to change the current method and apply new teaching methods (positive teaching methods).

Speaking of the active method of teaching is to talk about the way of teaching in which the lecture is the one who gives suggestions for a problem and discusses with the students, finding the key issues, as well as the problems, relates to. This method takes the initiative of searching, creating, thinking of learners as the foundation, the instructor is the one who leads and suggests problems.

In other words, active teaching and learning methods do not allow lectures to convey all their knowledge to students but through primitive, suggestive leads, which will stimulate students to continue to keep exploring and discovering that knowledge (Conor, 2015; 1. Ado, & Nwosu, 2016). This way of teaching requires lectures to have good skills, expertise, and enthusiasm, operating at full capacity in the teaching process; learners must truly be passionate, eager to explore and discover. In other words, both lectures and students must build their positive teaching strategies.

So, how do lecturers and learners to build positive teaching and learning strategies? Is that difficult? Is it possible? It is difficult but completely possible when answering 4 questions:

For the lectures: Who are the subject of the lecture's teaching? What do they expect from their students?

For the students: What is their learning objective? What do students need to do to achieve these objectives?

When answering these two questions, it means learning to develop effective strategies and methods for teaching and learning, thereby achieving the goals you set.

METHODOLOGY

Research Design

Studying documents of the Vietnamese State and colleagues about the need to change the current teaching methods, the limitations of those methods; require training of high-quality human resources to meet the requirements of the country's renovation.

The study has two phases: the first phase to investigate a specific analytical unit, teaching and learning activities in universities; the second phase focuses on the impact of current teaching and learning methods.

Some assumptions underlie our research questions: Definitions, goals, and content of current teaching and learning methods in universities; what does it mean for students' interest, self-study, and creativity?

The main ones are directly related to the research question: How does the lecturer play a role in creating interest in learning, self-study ability, and student creativity? Second, is it necessary for students to design their study plans? Both of these questions are used to ask lecturers and students.

The method for the case studies during the first phase of the research was:

Based on literature and documents (reports, websites, newsletters, etc.) to document the need to change current teaching and learning methods

Based on documents and/or interviews to describe the unit of research (respondents, number of respondents, teaching and learning methods being applied at universities).

Based on semi-structured expert interviews with education organizers, lecturers, students to question their assessments of current teaching and learning methods; the need to change new teaching and learning methods.

In terms of faculty, 100 lecturers and 1.000 students who are teaching and learning in Universities on Ho Chi Minh City from universities: Social science and Humanities, University of Transport and Communications in Ho Chi Minh City, University of Natural Resources and Environment, Hanoi University of Home Affairs in Ho Chi Minh City, The People's Police University, Ho Chi Minh City University of Food Industry, University of Pedagogical Techniques.

All of the 1.000 the students, 100 the lecturers who participated in this study have to respond to a set questionnaire. The questionnaire is designed using 7 points Likert scale and is divided into 7 sections: Section (1) Assess current teaching and learning activities. Section (2) Is the teaching method of the lecturer and the student's learning method important?

Section (3) The limitations of current teaching methods. Section (4) is it necessary to change the teaching and learning method like today? Section (5) What needs to be done to change the current teaching and learning method? Section (6) State new teaching and learning methods that can be applied. Section (7) Expected results achieved if the new teaching method is applied.

This paper will only present selected sections of the questionnaire which are relevant to the focus of the paper. Data were analyzed using SPSS version 15.0 and the reliability factor was done by using the Cronbach reliability analysis approach. It was found that the instrument developed has high reliability.

RESULTS

Design teaching methods of lecturers

Lecture's teaching methods are extremely important (Chau, 2011, Vy, & Tien, 2016), contributing significantly to equipping students with the knowledge and forming necessary soft skills. However, the form of passive teaching, which means taking lectures as a center, is quite common. The phenomenon of students attentively recording the teachings of the lecture, according to the type of "lecture read - student note", also appeared a lot, especially for theoretical subjects, heavy in academics. Based on a survey conducted at several universities in Ho Chi Minh City, the survey obtained some of the following results (Figure 1).

Changing teaching methods is imperative in Vietnam today (Bernd & Cuong, 2014; Vy & Tien, 2016), especially at the university level. To change teaching methods, building teaching strategies is extremely necessary for the lecturers. The problem here is the lecturers not only to equip students with knowledge but to cultivate "love" with the subjects (Bernd & Cuong, 2014), forming in students the necessary soft skills. Therefore, to achieve educational goals, first, the lecturers are must identify their duties (Figure 2). With the constant technological development and globalization of our world, many professions have to keep up with these changes. Teachers are one of them. They take responsibility not only for themselves but also for their pupils as their main task is to prepare their students for an independent life. Consequently, teachers are to keep up with all the novelties including innovative methods of teaching and development of new skills (Brayden Fox, 2017).
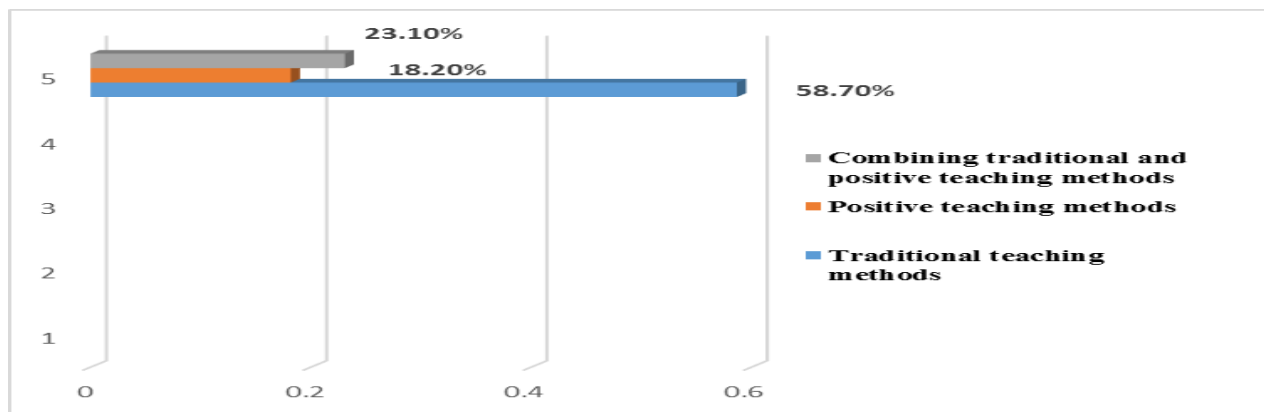

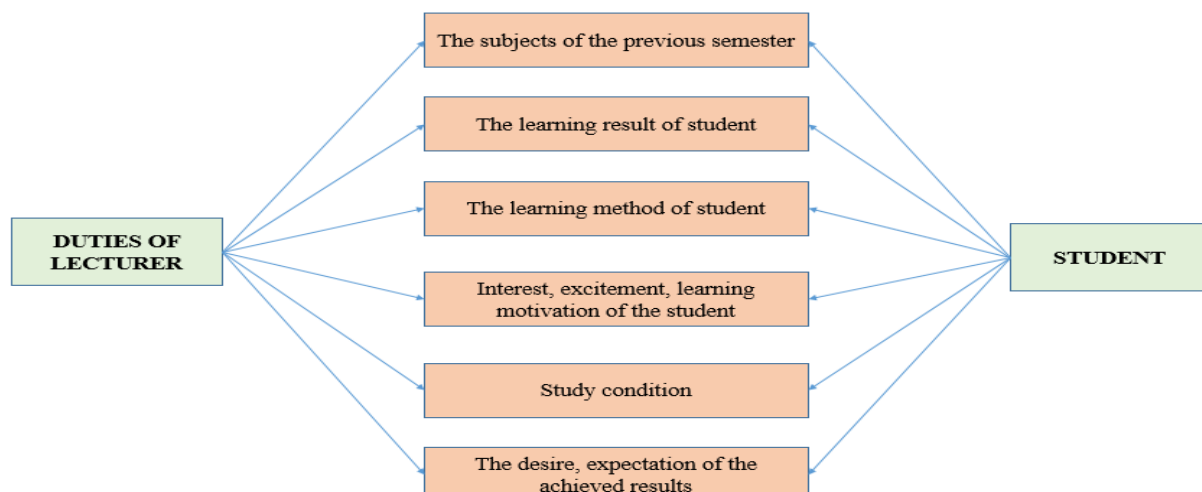**Figure 1:** Teaching methods in some universities in Ho Chi Minh City

Figure 2: Identify the duties of lectures

Designing questions to form questionnaires is one of the most important and effective tools for capturing learners' needs (Wilbert, 2003; Hai, 2011). There are many methods and tools to help lectures get information about their students (Kolb, 1984; Nghia, 2008). Here are some important questions that lecturers can refer to when learning about students' abilities and needs before starting the course, specifically:

How do students like to learn in a classroom environment? (Classes sit in diagrams? Classes are arranged in a round table? Classes are arranged flexibly according to group/individual/ whole class activities? Etc.).

In my experience, what kind of learning do students like best? (Study in the classroom according to the lecture's instructions? Self-study? Discuss with friends and lectures? Read materials, etc.)

How do students have a learning style (learning style)? (Listen to the lecturer and note carefully? Just write the main ideas? Set up a mind map? Etc.).

What knowledge and skills of students need to be improved? (Want to practice, improve in the learning process?).

What kind of study skills do students have? What skills do students feel most confident in?

The advantages and disadvantages of students when starting new subjects? (Concepts of subjects, learning conditions, self-expectations, impacts of people around them interested in the subject, etc.).

What factors have the most impact on student's learning?

The results of related subjects in the previous semester?

What difficulties have students encountered in previous subjects? (Especially intensively related subjects, which are the basis for the current subject).

What contents of the subject are students interested in?

What does the student want most in this subject?

With a series of issues raised, lectures need to choose questions, decide when to ask questions or how to ask and use tools to support students' learning needs such as votes ask, questionnaires, direct consultation, etc (Sinh, 2019). To have sufficient information, lectures can apply various methods such (Vy & Tien, 2016; Sinh, 2019) as questionnaires, interviews (students, lectures who taught last year, parents of students, classmates, etc.), view the transcripts, achievements of the previous year students, observe students' learning activities in and out of the classroom, organize tests, gather information from students' forums, face-book, build questionnaires, survey forms, etc.

Investigation of student needs is also carried out before starting a course through finding out the need, interests of students on new topics in the lesson; assessing students' knowledge (related to lesson content). The lecture may use the information obtained from these assessments to adjust the lesson or provide necessary instructions for students with special needs (good students want to study further in a topic; students are slow to understand), thereby forming learning groups to support each other, etc (Vy & Tien, 2016).

Design learning methods of students

The purpose of students' learning can be expressed by many different motives, so students' learning motivation is also specified in many different purposes (Hoat & Duc, 2017). The diversity of learning purposes, as well as the learning motivation of students, is shown in detail in the following table 1.

Table 1: Students' learning goals

Numerical order	Learning purpose of students	Agree		Disagree	
		Frequency	Ratio (%)	Frequency	Ratio (%)
1	Because of passion, hobbies	770	77.0%	230	23.0%
2	Improve the level and understanding	703	70.3%	297	29.7%
3	Easy to get a job and a high salary	320	32.0%	680	68.0%
4	Satisfy parents and let not be inferior to friends	123	12.3%	877	87.7%
5	Society needs human resources trained by the university	446	44.6%	554	55.4%
6	To communicate better, be more confident in life	29.3	29.3%	707	70.7%

Purpose manifests through behavior (Hoat & Duc, 2017). The results of practical surveys show that students' choice of majors is governed by many different purposes, including learning to improve their qualifications and broaden the understanding of scientific fields of social life (the motivation to recognize science and strengthen the knowledge of

career which we are pursuing) is the most advanced purpose. Next is learning motivation intending to communicate better, more confident in life, to assert itself. Meanwhile, career motivation (learning to have a stable job, high salary, learning because society is lacking high-quality human resources) is also interested in students. Only a few students still wondered what their learning goals were. This shows that the majority of students have positive learning motivations shown by students' choice of majors. Thus, learning what to do is the issue that students are most interested in (Sinh, 2019).

Another very remarkable result from that student's learning motivation: 87.7% of the students do not agree to think that going to school is to please their parents and not to be inferior to friends, and myself is not interested.

The purpose of learning is expressed through the students' learning attitude (Vy & Tien, 2016). The fact that students equip themselves with a serious and proper learning attitude will be a prerequisite for a more favorable knowledge reception. Through the survey of students' learning attitude, we obtained the following results:

Table 2: Study the attitude of students

Numerical order	Study attitude of students	Frequency	Ratio (%)
1	Actively, proactively and creatively to receive knowledge, overcome all difficulties to study and achieve good results, listen to comments and feedback to lectures	713	71.3%
2	Depressed when having difficulties in learning, not positive, passive while receiving knowledge	223	22.3%
3	Other………..	64	6.4%

Among the learning attitudes investigated by researchers, the positive, proactive, and creative attitudes to learning receive knowledge most appreciated by students (accounting for more than 71.3% of the total research samples). This is a learning trend that is fitted with the current education sector to help students promote their activeness, initiative, and creativity in the learning process. Contrary to this attitude of learning is a depressed, non-positive, passive attitude in receiving knowledge (accounting for 22.3% of the total sample). This proves that the majority of students are aware of the importance of learning attitudes to their learning outcomes, thereby building their motivation and proper learning attitude.

However, many students do not have a positive learning attitude and are not familiar with the method of studying at the university or have the goals, motivation of learning not right. That requires the School, Faculties, and Departments as well as lectures to have appropriate and timely impacts to help their students build a positive learning attitude.

Research results (figure 2) show that most students have questions and concerns about their learning. As many as 57.7% of the students were asked and answered that they often think about what they go to school to do, which showed that the students were very interested and aware of the importance of studying. "Learning to do what" is probably the question that motivates students during the process of exploring and acquiring knowledge, giving students the motivation to overcome the difficulties and challenges of learning, cultivate their dreams and ambitions when deciding to enroll in a school or a field of interest. Being aware of the importance of learning and identifying clear learning goals will help students' learning process more convenient (Vy & Tien, 2016).
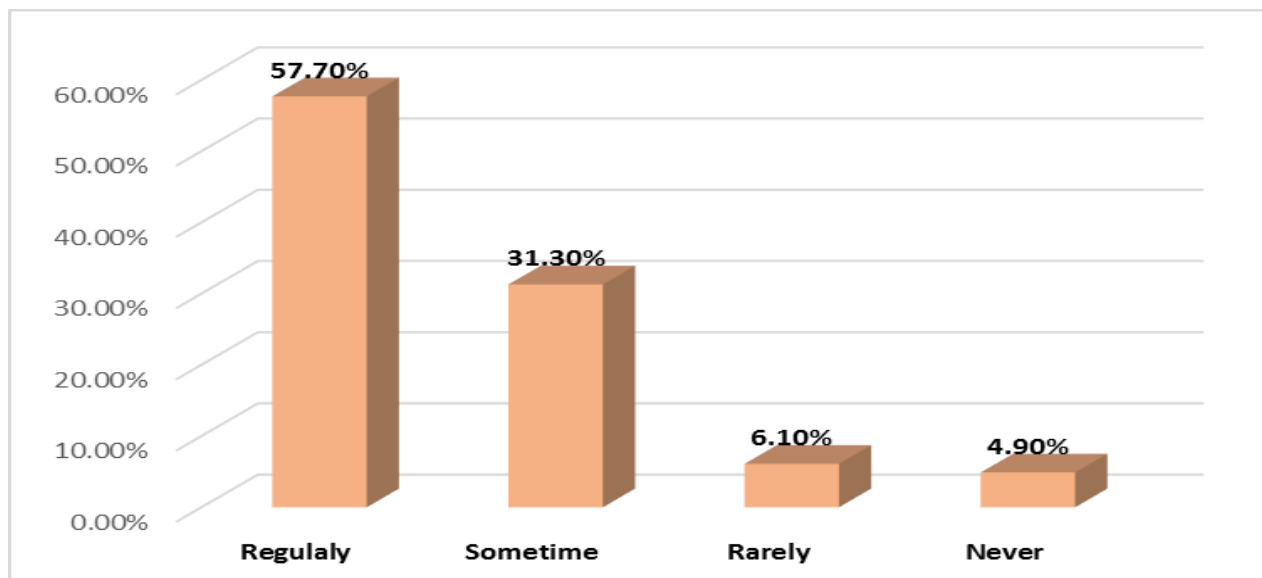

Figure 3: The level of students' interest in learning purposes

Along with the above research, about 11.0% of all research samples have the answer "rarely or even never think of" the purpose of learning. This is a modest number in the research sample, but it also indicates that there are still students who go to school but do not know what reason they study (Tuyen, 2008; Sinh, 2019). This also corresponds to the fact that many students are forced to leave school or not to graduate for many different reasons, which is mainly due to the unidentified purpose of studying and building for I have the right sense of learning. These students often drop out of school, are forced to drop out of school, or go to school to resist, learn to pass, etc.

Most students think that they are the ones who have the most powerful impact on learning results and practice necessary skills. Therefore, helping students to realize their sense and responsibility in learning is essential. To do this, the school, particularly the Faculties and departments directly managing the students and lecturers standing in class need to go deeply into the real life of students, thereby grasping the needs and aspirations of learners to have the most appropriate and practical educational measures.

Students themselves need to be properly aware of the importance of learning for themselves so that they can build learning motivation and appropriate learning purposes as well as be aware and responsible in the process of learning and forging at University (Vy & Tien, 2016; Sinh, 2019). Students need to be aware that learning not only benefits themselves but also brings great benefits to families, villages, homelands, and the country. If the students themselves do not make an effort and are active in learning, the help of family, school, and society also becomes meaningless. Therefore, passion for learning with motivation, positive learning attitude, proper learning methods will help students reduce the time to receive knowledge and will master the vast treasure of knowledge of mankind.

Students also need to be aware of that want to be successful in life and career, to have enough professional skills (career skills) and soft skills (Tuyen, 2008). If you possess professional soft skills, you will make a great contribution to your success and the unit where you work. The constant changes in life, as well as the demands of businesses, require students have to combine the learned knowledge, trained skills, plus flexibility and adaptability when changing jobs, environments, or indifferent circumstances (Sinh, 2019). These insights and skills are essential for students to have to be equipped while still in school and after graduation.

DISCUSSION

The problems presented above are the results of the group's research for a relatively long time (Vy & Tien, 2016; Hoat & Duc, 2019; Sinh, 2019). During the research process, shortcomings and inadequacies cannot be avoided. The topic has only focused on studying and surveying some universities in Ho Chi Minh City, so the number of collected samples is still not convincing. Subjects of research are still heterogeneous, unclear classification of research subjects: the research only identifies the students, has not classified students in different disciplines, different areas of living, therefore, it is not possible to provide teaching and learning strategies for each target group.

For lecturers, identifying teaching goals will help teachers design their curriculum well. There are many issues we need to discuss in determining the objectives of the lectures. The goal of each lesson is oriented on the following aspects: knowledge to be acquired, trained skills, and attitudes to be formed after completing each specific lesson (Wilbert, 2003). The goal should specify the requirements for student behavior that need to do (what can be done?), specify how it should be done (how to do it?), and indicate the level of achievement (how much is needed?).

To specify the requirement for students' abilities can do after completing each lesson, the goal should be expressed clearly by behavioral verbs, observable, quantifiable, avoiding using generic words and words which difficult to assess such as grasp, understand (Wilbert, 2003; Vy & Tien, 2016). For example, levels of cognitive goals are expressed as follows:

Firstly, the ability of students to recognize: this is shown the ability to remember and identify the basic knowledge of the subject (can be formulas, events, identification signs, etc). To test students' understanding, lectures can ask students to practice by making requests for students such as:

You/I present your knowledge, etc. (ask for a direct answer or presented on paper or write on the board, etc.)

Choose the correct answer in the following answers: etc.

Choose the right or wrong in the following answers: etc.

Please write a formula / paragraph / phrase: etc.

Secondly, the ability of students to understand deeply the problem (Wilbert, 2003): expressing the ability to recognize at a higher level, such as explaining the meaning, the nature of the problem; explain the relationship between learned and known issues; formulate how to do it, draw out the next issues, etc.

Thirdly, the ability of students to apply learned theories to solve new requirements is expressed: demonstrating the ability to apply the learned knowledge to acquire new knowledge; use the method learned to solve a new problem or solve practical problems; the ability to make their own opinions about those issues.

For students to be proactive in their learning and motivating learning, in addition to pointing out the purpose of students to achieve, lectures need to guide learning methods and "empower" the evaluation and self-assessment for students (Nghia, 2008; Hai, 2011). To do this, lectures should provide specific guidelines and evaluation criteria for each task, using assessment tools such as rubric, checklist, and from there, students can realize the lesson in the most profound way and manipulate solving practical problems.

Based on determining the level of awareness of students, lecturers need to specify the skills that need to be developed for students, expressed in three aspects:

Thinking skills: analyzing, comparing, generalizing, evaluating, etc.

Practice skills: practice subject (drawing diagrams and skills to apply knowledge learned to acquire new knowledge or apply to solve life's problems).

Soft skills: presentation, communication, teamwork, using technology facilities, etc.

The attitude of learning is gradually formed: excited to learn, eager to learn, to explore, to study science, etc.

Education's target shows clearly the level of knowledge content affecting ideology and sentiment, forming attitudes, and orienting actions for students in current and future lives (Covaliop, 1971). However, lectures need to avoid expressing goals in formulaic, dogmatic, and show objectivity which is only suggestive for each student to decide on the direction of comprehension and formation skills for themselves.

Thus, the goal of each lesson is to orient the teaching (the basis of selecting basic knowledge, selecting methods and teaching facilities), as well as a basis for evaluating the learning results student. Therefore, the goal should be clearly defined at different levels, with differentiation (towards the majority of students but also the goals for good students, students who love to learn to expand). More, with greater expectations in the next lectures, etc) and quantify it to be appreciated.

For students, during the learning process, students need to pay attention to self-study methods (Vy & Tien, 2016). Under the guidance of lecturers, students actively seek for themselves a suitable learning method, maximizing their thinking ability and at the same time self-evoking the excitement, passion for learning. Through such active learning methods, students will learn personal skills, communication, behavioral skills, problem-solving, bonding, and a close-knit environment between theory and practice. This is a method to help students learn knowledge and learn soft skills. However, this method requires lectures to create a learning environment, to stimulate students to explore and improve the initiative in the learning process; this means that lectures on how to teach to encourage students to explore, discover and apply reality.

To determine the right purpose of learning, avoiding psychological factors that negatively affect their legitimate learning motivation, students need to do the following:

Firstly, actively participate in scientific research: Most students think that they are the ones who have the most powerful impact on learning outcomes. Therefore, helping students to realize their sense and responsibility in learning is essential. To do this, the University, in particular the Faculties and Faculties that directly manage students and lecturers, need to go deeply into the real life of students, thereby grasping the needs and aspirations of learners to have the most appropriate and practical educational measures.

Secondly, actively participate in team and group clubs (the clubs established by students under the guidance of the Youth Union and the Students Union of school) (Hoat & Duc, 2017): Actual learning motivation survey of first-year students shows that most students have not actively participated in club activities. The cause of the above situation is partly because the students themselves are not aware of the importance of activities, the other part after all these clubs are not practical, meet the needs, aspirations of students or the process of living in clubs lack instructors' guidance and orientation. It is also one of the reasons that creating a club is so easy, but maintaining the operation has a lot of difficulties, even clubs that have just been born after a short time operation must have ended.

Therefore, for each student, they must be aware of the benefits you will get when participating in clubs or group's students (this is the most important factor) (Sinh, 2019). Each member must commit itself to effective operation, must specify: each member is an active subject in team and group club; proactively complete their assigned specific tasks; actively participate in regular activities, active in building clubs. Self-discipline forge basic and necessary skills such as communication skills, presentation skills, teamwork skills, time management skills, skills to identify problems, etc. Students participating in activities in clubs are an opportunity to exchange and learn good things, the right things, to avoid other social evils, daily material temptations.

Each student must always have a spirit of solidarity and support for teammates, always showing a sense of responsibility in daily life; restricting opinions and personal feelings, dismissing the unnecessary "I". Conflicts should be avoided during the operation, if they occur, it should be resolved based on the consensus of all members. Team support is the process of reaching the common goal, not expressing the interests, needs, desires, or abilities of each separate individual.

Thirdly, students need to diversify learning tasks (Vy & Tien, 2016). The same goal or content needs to design different learning activities that are suitable for different learning styles, abilities, and interests, and in many necessary conditions, different tasks can be selected. Only when the selected task, students will be more interested in being forced to do or do the same task while each student has different strengths or weaknesses (Chau, 2011). Besides regular learning activities such as: answering questions, reading books, observing, taking notes, making learning cards, etc. Students should set learning tasks or activities towards high-level goals such (Nghia, 2008) as: manipulates analyzing, synthesizing, creating and students must apply knowledge and skills to create products practical.

Some expected results achieved when lecturers and students change, apply new specific teaching and learning methods (table 3).

Table 3: Expected results when changing teaching and learning methods

Numerical order	Content	Traditional Method	Positive Teaching Methods
1	About the concept	Learning is a process of loss and comprehension through which forms of knowledge, capacity, thought, etc.	Learning is a tectonic process, learners explore, discover, etc self-forming abilities and qualities.
2	Basic	Transmitting knowledge and proving the truth of the teacher (for the fish).	Organize cognitive activities, support learners to find the truth (put the fishing rod).
3	About purpose	Focus on providing knowledge and techniques. Learning to deal with exams, so after finishing school often neglected or rarely used.	Focus on forming competencies: learning to meet the requirements of current and future life. Things learned needed, useful (cohabitation).
4	About content	From textbooks and lecturers	From many sources: textbooks, teachers, experiments, reality, etc associated with understanding capital, experience, needs of learners; with specific circumstances and environment.
5	About the method	Explaining one-way communication is essential (monologue).	Implemented by many methods: explore, compare, investigate, research, solve problems, etc.
6	Organizational form	Students listen, look, take notes.	Mobile, flexible, a study in class, laboratory, reality, individuals, groups, friends, the whole class faces the person who teaches, argues (even through personal pages, mailboxes, etc.
7	About evaluation	Fixed, confined within the framework, limited curriculum, time, space, teachers face the whole class.	Teachers evaluate, students evaluate each other, evaluate a process.

CONCLUSION

The article has using the classified levels, the composition of the respondents concerning their identity was identified using frequencies. The results are shown tables above. In conclusion, education plays a significant role in achieving a good quality of life. It is because education is important guidance in human life. It can be regarded as an important medium in changing the paradigm shift in one's individual. Generally, education is always associated with the process of disseminating knowledge and raise political consciousness and social responsibility.

This study showed out with two basic purposes: first, requirements for lecturers: lecturers must build an effective teaching strategy, attract learners, encourage learners to actively participate in class activities and activities outside the classroom and study and research in their free time; secondly, requirements for students: based on lecturers' instructions, students build their specific learning plans, forming self-discipline and positive learning attitude.

Thus, creating excitement for students in teaching and learning in the university environment is extremely necessary, to improve lesson efficiency. For the creation of excitement to be effective, the lecturers must understand the importance, meaning and apply the measures smoothly, avoiding the case of exhortation only, "to leave a work unfinished", or using a method just to illustrate the knowledge in the syllabus and materials, does not bring excitement to students.

To build an effective teaching and learning strategy, the lecturer must have enthusiasm, spending a lot of time and effort to improve professional qualifications and innovate teaching methods; at the same time, students must also be aware of the importance of studying and training in the university environment. When the lecture is truly enthusiastic about the

career, the university has a high responsibility for social progress; enthusiastic students study and research, forging yourself, you will find a way to overcome obstacles.

Practically, individuals who equipped with knowledge can be able to internalize and apply knowledge in everyday life. In the student's context, education can be seen as a continuing process of their development, so that they can practice and apply their knowledge as preparation in the future. Thus, education is a major aspect of the development of any modern society since if there is a deficit of educated people then society will stop its further progress.

LIMITATION AND STUDY FORWARD

Due to the short time of the surveys (about 3 months), the results obtained are not high inaccuracy. Moreover, these surveys only take place in Ho Chi Minh City so it is not possible to cover all lecturers and students of the whole country. The steps of implementing the strategy do not have much analysis and there are no illustrative examples. However, the results obtained can be applied to lecturers, and students run experiments in the process of designing teaching and learning methods to achieve the desired effect. With the initial results achieved, it is possible to carry out the survey nationwide, from which the strategy implementation steps can be designed more comprehensively.

ACKNOWLEDGMENT

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