



Development Of Lecturers At Universities Of Technology Education Belonging To The Ministry Of Labour, War Invalids, And Social Affairs

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ABSTRACT

The trend of socio-economic development, the industrialization and modernization of the country, and the industrial revolution 4.0 have led to many changes today. Breakthroughs align with the above context in the fields, especially education and training. In particular, the lecturers are one of the decisive factors for the success of education and training. In addition, science and technology have made great strides, placing strict requirements on high-quality technology and human resources. Therefore, the lecturers in general and at technology and pedagogical universities must be developed according to the competency approach. Thus, meeting the training process's requirements creates high-quality technology human resources. In recent years, the development of lecturers has been paid special attention by the technology and pedagogical universities of the Ministry of Labor, War Invalids, and Social Affairs and achieved specific results. However, there are still many things that could be improved. Limitations: The specific competency framework of the lecturers has not been developed, the faculty capacity development has not been focused, the recruitment and use of lecturers are still ineffective, the appointment of lecturers going to study to improve qualifications still has many shortcomings, there are no appropriate sanctions to manage lecturers, especially highly qualified lecturers; The examination and evaluation of lecturers are not focused, the pressure on lecturers to train themselves is not high, the screening of cadres lacks a basis. Based on the current situation of developing lecturers at the technology and pedagogical universities of the Ministry of Labor, War Invalids, and Social Affairs, the article proposes some solutions to improve the effectiveness of this work.

Keywords: Lecturer, developing university of Technology and Education lecturers, education, higher education

INTRODUCTION

Resolution No. 29-NQ/TW dated November 4, 2013, of the 11th Party Central Committee "On fundamental and comprehensive renovation of Education and Training, meeting the requirements of industrialization and modernization in the conditions of the socialist-oriented market economy and international integration," has set a specific goal in higher education, which is to focus on training highly qualified human resources, fostering talents, developing high-quality products and services quality and capacity for self-study, self-enrichment of knowledge, and creativity of learners. Complete the structure of occupations and training levels in line with the national human resource development plan. The resolution sets out tasks and solutions: "Developing a contingent of teachers and administrators, meeting the requirements of education and training innovation." It emphasizes the professional competence of the teaching staff.

The Ministry of Labor, War Invalids, and Social Affairs manages four universities, including the University of Labor Social Affairs, Nam Dinh University of Technology Education, Vinh University of Technology Education, and Vinh Long University of Technology and Education. These universities have many years of experience training at the intermediate and college levels. Specifically, the University of Labor - Social Affairs has officially trained students since 1961; the Nam Dinh University of Technology Education has trained students since 1966; the Vinh University of Technology Education and Vinh Long University of Technology and Education have trained students since 1960. Although with over 50 years of experience in training, all three universities have just been upgraded from College to University over the last ten years.

The University of Technology Pedagogy, in general, and the Technology Pedagogical Universities of the Ministry of Labor, War Invalids, and Social Affairs, in particular, have a great mission to carry out multidisciplinary and multi-level training-oriented applied professions, providing vocational teachers for the vocational education system to develop a technology workforce for the cause of industrialization and

modernization of the country. With the motto of multidisciplinary and multi-category training, excluding pedagogical disciplines, at present, most technology, and pedagogical universities provide training in technology and engineering disciplines, meeting the diverse human resources according to the requirements of the labor market. To accomplish this vital mission, technology education universities must constantly innovate according to a consistent strategy with a broad vision, significantly improving training quality. The quality of technology training, in pedagogical universities depends on many factors, but the lecturers are the most decisive factor in the quality of training. In the construction and development process, many countries worldwide attach great importance to and pay attention to the development of teaching staff. This work is considered a critical task, ensuring the quality of training and the success of the educational development process.

However, the current lecturers of technology, pedagogical universities still have many shortcomings in terms of quality, quantity, and structure: the lecturers are both redundant and partial, and asynchronous in terms of professional structure, the technology, the pedagogical capacity of the lecturers is still limited, the lecturers with high qualifications are still lacking and weak, a part of the lecturers and management staff have not yet met the innovation requirements.

The development of lecturers at the technology and pedagogical universities of the Ministry of Labor, War Invalids, and Social Affairs has been focused on and achieved specific results. However, there are still many shortcomings and limitations: Not yet built The specific competency framework of the lecturers has been built, not focused on developing the capacity of the lecturers, the recruitment and use of the lecturers are still ineffective, the sending of lecturers to study to improve their qualifications the level still has many shortcomings, there are no appropriate sanctions to manage lecturers, especially highly qualified lecturers; The examination and evaluation of lecturers are not focused, the pressure on lecturers to self-train and retrain themselves is not high, the screening of cadres lacks a basis. Therefore, the number of lecturers is increasing, but with the change to improve capacity, the quality of the team still needs to meet the requirements.

RESULTS AND DISCUSSION

Development orientation of technology, pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs

The block of technology education universities under the Ministry of Labor, War Invalids, and Social Affairs includes Nam Dinh University of Technology Education, Vinh University of Technology Education, and Vinh Long University of Technology Education. In the development process, the technology, pedagogical universities system comes from intermediate or technology workers' universities. From 1970 to 1976, universities were assigned to train vocational teachers for technology workers at universities and vocational training institutions throughout the country. To meet the requirements for vocational training, universities are interested in investing in facilities by ministries, branches, and localities, developing their scale, improving training quality, and continuing to be recognized by the Government. To become a College of Technology Pedagogy, to train college-level vocational teachers. From 2003 to 2013, the colleges of technology pedagogy that thrived were upgraded to universities of technology pedagogy. Currently, universities of technology pedagogy have all developed into multidisciplinary and multi-level universities, striving to become essential regional universities, providing career-oriented training - high-quality applications that meet the needs of society. Although the number of years of university training is not much, with a long tradition, technology and pedagogical universities have made significant contributions to the training of vocational teachers, technology teachers, technology engineers, etc. Technology workers, and technicians, provide quality human resources to serve the cause of industrialization and modernization of the country.

In recent years, when it comes to higher education and training, society has assessed that the current quality of higher education still needs to improve. There is still a long gap compared to developed countries in the region and the world. However, if only comparing the output - quality of training between Vietnam and developed countries without putting in the investment relationship for higher education in Vietnam and the investment of developed countries will be lame limp. Currently, on average, in a university year at the universities of the Ministry of Labor, War Invalids and Social Affairs, each student only has to pay about 7-8 million VND in tuition fees/university year, while the average level of study is The fee converted into VND that Vietnamese students have to pay to universities abroad, depending on each university and each major, ranges from VND 300 million to VND 500 million/year (about 50 - 70 times higher than that Vietnam).

In addition, compared with the framework of analysis of university autonomy, the level of financial autonomy in universities under the Ministry of Labor, War Invalids, and Social Affairs is shallow. Not yet autonomous in the collection, especially in tuition fees, the public system's tuition rate is still according to the roadmap prescribed by the State management agency (according to Decree No. 86/2015/ND-CP dated October 2nd, 2015). 2015 of the Government). Moreover, the salary for lecturers at the universities of the Ministry of Labor, War Invalids, and Social Affairs is still mainly based on coefficients and ranks, depending on the salary scale as prescribed by the State.

Therefore, the Ministry of Labor, War Invalids, and Social Affairs determine the development direction for affiliated technology and pedagogical universities from now to 2025, with a vision for 2030. As a

multidisciplinary, multi-level, multi-level university and multi-system training in technology pedagogy, engineering, and technology, it is a center for scientific research and technology product transfer. To train multidisciplinary vocational teachers and technicians with postgraduate, university, and college qualifications on par with major universities in the country and Southeast Asia; To be the leading center of vocational training and assessment, scientific research, and technology transfer in the fields of vocational education and technology for the cause of industrialization and modernization.

The current situation of developing lecturers at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs

To assess the current situation of developing lecturers at the Technology Pedagogical Universities of the Ministry of Labor, War Invalids, and Social Affairs, the author surveyed 141 managers and lecturers currently working at the Technology Pedagogical Universities of the Ministry of Labor, War Invalids and Social Affairs. The survey content includes the following issues: (1) Planning the teaching staff; (2) Recruitment of teaching staff; (3) Arranging and using lecturers; (4) Training, fostering and developing lecturers; (5) Policy towards lecturers.

Planning the teaching staff

Below are the survey results to collect opinions of 141 managers and lecturers working at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids, and Social Affairs on regulation work planning the teaching staff

Table 1 Evaluation of the implementation of the lecturer's planning

Contents	Efficiency level (%)					Mean	Rank
	Least	Weak	Average	Good	Excellent		
Analysis of the current status of the teaching staff	0,4	13,6	0,4	71,1	14,5	3,86	1
Forecasting resource needs of lecturers	0	28,1	0	62,8	9,1	3,53	6
Develop a management plan for teaching staff	0	16,9	0	66,5	16,5	3,83	2
Disseminate the plan to all university staff and lecturers	2,1	16,1	0	69,0	12,8	3,74	4
Organize the implementation of the plan	0	18,2	0,4	68,2	13,2	3,76	3
Evaluate the implementation of the plan	0,4	21,9	0	65,7	12,0	3,67	5

The survey results found that, despite the level of awareness of the contents in the planning of the lecturers of the managers and lecturers of the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs are reasonable. However, the level of implementation of these contents is only good, with an average score of 3.53 to 3.86. Some contents also have weak and poor opinions, such as 28.1% of opinions rate the implementation of forecasting human resource needs of lecturers at a weak level, 21.9% of opinions rated the assessment of the implementation of the plan at a weak level, 18.2% said that the organization and implementation of the plan were weak. In-depth interviews with several managers and lecturers said that the lecturers planning at some technology, pedagogical universities under the Ministry of Labor, War Invalids and Social Affairs is now planned and systematic. The system is still weak, not very close to human resources needs, and has not yet ensured the principle of democratic centralism and publicity. This is also a worrying problem in implementing the planning of lecturers in universities today.

Recruitment of teaching staff

Below are the survey results to collect opinions of 141 managers and lecturers currently working at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids, and Social Affairs on the recruitment use of teaching staff.

Table 2 Evaluation of the implementation of the recruitment of lecturers

Contents	Efficiency level (%)					Mean	Rank
	Least	Weak	Average	Good	Excellent		
Use the public exam method	0	0,8	12,0	51,7	35,5	4,22	1
Recruitment decentralization to faculties, Ministries, centers	1,2	2,1	18,6	59,1	19,0	3,93	6
Developing standards for recruiting lecturers	0	2,1	20,2	58,7	19,0	3,95	5
Build recruitment process	0	1,2	16,9	58,7	23,1	4,04	3
Organize recruitment according to the plan	0	0,8	17,4	63,2	18,6	4,00	4
The number of vacancies is in line with the demand for the position of lecturers	0	0,4	16,9	52,1	30,6	4,13	2

According to the survey results, managers and lecturers at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids, and Social Affairs evaluate the contents of the recruitment of lecturers equally at a reasonable level. The public examination method is the most appreciated (4,22; level 1). However, two contents are underrated: Developing standards for recruiting lecturers (3,95; level 5); Recruitment decentralization to faculties, subjects, and centers (3,93; level 6).

However, through interviews, most lecturers need to learn clearly whether their unit needs to recruit or not, whom the unit will recruit to take on what tasks, which are entirely determined by the organization due to the norms issued by their superiors. The university usually holds Lecturer recruitment exams in batches, making recruitment decisions. Recruitment needs to be more decentralized to faculties and ministries. The recruitment examination method has the advantages of being objective, increasing competitiveness, ensuring the right expertise, expanding the target audience, and creating equal opportunities for freelance candidates who have yet to have time to work in Vietnam. All units are eligible to participate in the recruitment exam. However, the exam format with rigid regulations is mainly written tests, teaching tests in only a few lectures, still needs to build up the capacity standard of the teaching staff. Therefore, the ability of candidates has yet to be deeply evaluated.

Arrangement and Use of Lecturers

Below are the survey results to collect opinions of 141 managers and lecturers working at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids, and Social Affairs on publication work knowledge, use the teacher

Table 3 Evaluation of the implementation of the assignment and use of lecturers

Contents	Efficiency level (%)					Mean	Rank
	Least	Weak	Average	Good	Excellent		
Developing and promulgating regulations on the assignment and arrangement of teaching staff	0	0,8	14,5	62,8	21,9	4,06	1
Organize the assignment and use arrangements for the teaching staff	0	0,4	14,9	64,9	19,8	4,04	2
Professional rotation, an appointment for teaching staff	0,4	0,8	19,0	69,8	9,9	3,88	3
Evaluate faculty use periodically	0	1,7	21,1	65,7	11,6	3,87	4

The survey results show that the arrangement and use of lecturers at the Technology Pedagogical Universities of the Ministry of Labor, War Invalids, and Social Affairs are done relatively well. The universities' scientific and training councils have directed the units' scientific and training councils to manage and employ lecturers to meet the requirements set forth. Most of the lecturers are assigned to teach the right training majors. They are

evenly arranged in the faculties, subjects, and centers and promote their capacity in teaching, scientific research, and application of information technology in the lecture. However, through interviews, some opinions said that: The arrangement and use of lecturers in some universities is not an appropriate number of students decreased. Some lecturers need to be allocated with the suitable capacity, lack of highly qualified teaching staff. This is also an issue that universities need to pay attention to.

Training, fostering, and developing teaching staff

Below are the survey results to collect opinions of 141 managers and lecturers working at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids, and Social Affairs on training work, creating, fostering, and developing teachers

Table 4 Evaluation of the level of training and development of teaching staff

Contents	Efficiency level (%)					Mean	Rank
	Least	Weak	Average	Good	Excellent		
Advanced training for teachers	0	0,4	2,1	27,3	70,2	4,67	1
Develop plans and contents of training programs to develop the capacity of lecturers.	0	0,4	3,7	40,9	55,0	4,5	2
Manage, evaluate, and adjust training plans, contents, and programs	0	0	14,9	57,0	28,1	4,13	5
Self-study to improve capacity	0	0	6,6	52,1	41,3	4,35	3
Implement training and retraining policies	0	0	7,0	57,0	36,0	4,29	4

The survey results showed that the survey participants highly appreciated the performance level of the training to improve the qualifications and capacity of the lecturers, reflected in the criteria being evaluated as good, with an average score of 4.13 to 4.67. This shows the value of training and, on the other hand, shows the teaching staff's need to supplement the training's forms, contents, and organizational methods to improve qualifications and capacity.

Below are the results of a survey to collect opinions of 141 managers and lecturers currently working at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs on policies towards teaching staff:

Table 5 Evaluation of the implementation of policies for lecturers

Contents	Efficiency level (%)					Mean	Rank
	Least	Weak	Average	Good	Excellent		
Building a positive working environment to develop teaching staff	0,8	14,9	0	69,0	15,3	3,83	1
Strengthen conditions to ensure the development of teaching staff	0,4	20,3	0	69,0	10,3	3,69	3
Develop specific regulations while implementing general policies and creating motivation for the development of teaching staff	0,8	23,6	0	64,5	11,2	3,62	4
Have appropriate policies and mechanisms to attract and build a contingent of visiting lecturers	2,1	14,9	0	66,5	16,5	3,81	2
Evaluate general regimes, policies, and specific regulations for	1,2	21,9	0	70,2	6,6	3,59	3

recommendations and adjustments							
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According to the survey results, the implementation of remuneration policies for lecturers is generally rated as good, with the average score of the criteria from 3.59 to 3.83. The policy of building a positive working environment and developing lecturers was most satisfied by the survey respondents (level 1), followed by "having appropriate policies and mechanisms to collect attract and build a contingent of visiting lecturers" (level 2). Universities of technology pedagogy under the Ministry of Labor, War Invalids and Social Affairs have implemented several remuneration policies for teaching staff, such as Implementing regulations on working regimes and norms standard hours, working regimes, implementation of salary policies, preferential allowances, seniority allowances for teachers, overtime teaching regimes. In addition, universities also have their regulations on actual regimes. Currently, the standard time for lecturers and how to calculate the time for scientific research, topics, and scientific articles to create conditions to encourage and take care of the life of lecturers and staff is ensured according to the proper regime. Preference will be given to lecturers working as doctoral students and graduate students who register to do scientific research projects at the university or ministerial level. Encourage lecturers to work as doctoral students at home and abroad. Creating housing conditions and organizing cultural and sports activities to build a healthy environment. After successfully defending their doctoral dissertations, many lecturers were promoted to subject managers and faculty managers after returning to work. However, the interview results show that, in general, the implementation of the remuneration policy for lecturers still needs to meet the needs and aspirations of the teaching staff.

Solutions for developing lecturers at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs

Building a professional competency framework for lecturers at the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs

Each job position has a corresponding competency framework. A competency framework is a scientific basis for determining standards, tasks, and requirements of job positions, serving as a basis for recruiting, employing, managing, training, evaluating, and developing staff officials, including teachers and lecturers from technology and pedagogical universities.

As an official in a public non-business unit, lecturers at technology and pedagogical universities under the Ministry of Labor, War Invalids, and Social Affairs need to define a competency framework following general and specific regulations challenges of technology pedagogy, serving as a basis for the development of lecturers of universities in terms of quantity, structure, and quality, meeting the requirements and challenges of the task of educational innovation in the current period.

Developing master plans and plans to develop the lecturers of the Technology Pedagogical Universities under the Ministry of Labor, War Invalids and Social Affairs

Developing a master plan and developing a plan to develop the lecturers according to the competency approach is one of the essential contents of the university to help the university ensure its sustainable development and meet the requirements of educational innovation and higher education toward standardization, modernization, and international integration.

To plan lecturers of technology and pedagogical universities according to their capacity to effectively carry out multidisciplinary and multi-level training according to applied career orientation. Ensure the balance between recruitment and placement of lecturers in each faculty, subject, and center accordingly.

The planning to develop the lecturers is an essential content in the cadre work of the Party committee, ensuring that the cadre work goes into order, has a plan, and proactively responds to immediate political tasks long-term of ministries, faculties, ministries, and centers. The capacity of managers and lecturers is weak because the planning has not been done well.

The objective of developing a master plan to develop the lecturers according to the competency approach is to ensure that the lecturers are developed in quantity, reasonable structure, and quality are consolidated and improved, meeting the strategic objectives of the teaching staff's future development strategy of the university.

In terms of quantity: ensure a balance and an adequate number of lecturers in the majors and subjects according to the regulations on the student/lecturer ratio, according to the characteristics of the training major, according to the expansion of the training scale create levels, systems, and types of training of each university.

In terms of quality: All lecturers meet and exceed standards and meet the requirements according to the faculty competency framework; increase the number of principal lecturers with extensive experience in professional teaching and scientific research.

In terms of structure: Ensure a balance in terms of age, gender, qualifications, structure of subjects, and training majors.

Recruitment and use of lecturers in the correct positions according to the capacity standards and functions, and tasks

Recruiting and using lecturers is a significant content to meet the university's human resource needs in each specific period, ensuring human resources meet the requirements of the university's development.

The universities need to create a mechanism to recruit and use effective lecturers in the direction of a competency approach: Recruit capable lecturers to meet requirements, use the right jobs, and pay salaries according to the students' dedication individually and in line with the university's salary costs, and at the same time, meet the university's human resource development strategy.

Recruiting employees based on their ability to compare the candidate's ability with the required competency requirements of the position to be recruited and, after being recruited, will identify the "gaps" to build a plan. Training plan for newly recruited employees. The aim is to establish the behaviors required by professionals with varying degrees of need for different hires.

The competency framework provides a complete picture of what is required to do the job, so the employer can identify the characteristics/requirements the candidate needs to do the job well. Comparing employee competencies with job requirements will help suggest solutions to improve employee and organizational performance.

Technology and pedagogical universities under the Ministry of Labor, War Invalids, and Social Affairs should use the university's recruitment authority to issue regulations, standards, and recruitment processes to select quality lecturers teachers, and the most effective use of teaching staff. Recruitment includes three contents: Attracting human resources for selection, screening, and selection. After selection, the use includes many activities, from assigning, arranging, and arranging work arrangements to suit capacity to policies, processes of promotion, and career development. The allocation and use of lecturers of the university not only ensure the match between the capacity and requirements of each job position but also encourage the lecturers to participate in the relevant decision-making process and implement currently has a control mechanism to ensure that the lecturers properly perform their functions and tasks (teaching/studying, scientific research, and community service).

Organizing training and retraining activities to improve the capacity of lecturers

Training and fostering to improve staff capacity and qualifications to meet the requirements of building technology, pedagogical universities according to the mission set by the State, the Ministry of Education and Training, and the Ministry of Labor, War Invalids and Social Affairs assigned to.

Training and retraining help improve professional capacity, teaching capacity, and other competencies, meeting the title standards of teachers as prescribed in the current Education Law and increasing education requirements and training.

Universities must base themselves on the training and retraining objectives of improving the professional capacity, teaching capacity, scientific research, and other activities of lecturers to meet the requirements of qualifications and functional standards for professional titles of lecturers in public higher education institutions. In particular, the lecturers of technology and pedagogical universities are developed from intermediate/worker universities, most of which are vocational trainers with good practical skills but low qualifications.

Training and retraining towards the title standardization of the teaching staff. It is a mandatory requirement that the lecturer must have two parallel tasks: teaching, participating in higher-level Training, and fostering a specialized system for professional purposes.

Professional and professional Training and retraining must be conducted regularly, continuously, and flexibly with many synchronous measures such as Motivation, encouragement, administrative and economic. Training must be managed scientifically, ensuring the stages of Training need analysis closely to planning the training and development of staff to the implementation, inspection, and evaluation stages of Training, retraining, and development.

CONCLUSION

Developing the lecturers of the University of Technology Education under the Ministry of Labor, War Invalids, and Social Affairs is understood as the process of building and perfecting lecturers to meet professional competency standards. To implement the method of managing and developing the lecturers of the technology, pedagogical universities of the Ministry of Labor, War Invalids, and Social Affairs, the prerequisite is to have a set of professional competence standards for the lecturers; Next, it is necessary to transform the competency standards of lecturers into all the main functions and components of management activities to form a standardized process from planning to developing, recruiting, assigning, using, evaluating, training, fostering remuneration to building an environment, motivating the lecturers to develop.

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