
IMPROVING THE PROCESS OF DEVELOPING THE TEACHING COMPETENCE FOR STUDENTS OF ART EDUCATION

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Teaching competence is a factor that plays a particularly important role for art teachers in high schools. In addition to general teaching ability, teachers of Music and Fine Arts need to have specialized teaching competence. The article analyzes the system of teaching competence that needs to be developed for student of art education and evaluates the current situation of the process of forming a system of teaching competence among students. From there, it is proposed to improve the process of developing teaching competence for students in order to contribute to improving the quality of teachers of art education resources to meet the urgent requirements of fundamental and comprehensive education reform.

Key words: *teaching competence; the teaching of art education; the process of developing teaching competence.*

1. Introduction

Art education is important for the long-term development of aesthetic capacity, meeting the goal of comprehensive development of students' personality. On December 27, 2018, the Ministry of Education and Training officially announced the new general education program. Art is a subject at Primary schools, secondary School (compulsory) and High School (elective). Therefore, capacity development for art teachers is urgently required for art pedagogical training schools.

The Faculty of Art Pedagogy - Thanh Hoa University of Culture, Sports and Tourism is tasked with training art teachers for educational development. In the past years, the school has had many innovations of training program towards ensured training quality. Up to now, the art teachers has basically met the quantity demand at most primary and secondary schools in the province, but the quality is still uneven. Therefore, the study to identify the system of teaching competence and assess the current situation of the process of forming high school art teaching capacity as a basis for the renewal of the process of developing teaching competence for students. Improving the quality of art teachers is meaningful and practical in the task of enhancing the quality of human resource training in the field of art education.

2. Research review

In the former Soviet Union and Eastern European countries, there are many researches on teaching competence such as X.I.Kixegof, N.V.Kuzmina F.N.Gonobolin; O.A.Abdullina... Those studies have become a solid theoretical and experience system in developing teaching capacity for pedagogical students [4].

In Western countries, J.Watson (1926), A.Pojoux (1926), F.Skinner (1963)... mentioned the organization of capacity training of teaching for students based on achievement in behavioral psychology and functional psychology.

In Vietnam, research on teaching capacity and methods to develop teaching capacity for pedagogical students generally follows two directions:

The first sees competence in terms of the technical aspect of action, considering teaching capacity as a means of performing teaching actions that the teacher has to master. In this direction, Tran Anh Tuan has pointed out the advantages and disadvantages of practice and internship, thereby giving the process of practicing basic teaching skills for students. La Van Men has built an experimental process to improve students' pedagogical problem-solving skills.

The second considers competence not only as an action technique but also as an expression of the teacher's capacity. Accordingly, Le Van Hong refers to teaching skills as teachers' competencies. He said that pedagogical capacity includes group of teaching capacity, group of educational capacity and group of ability to organize other activities. Nguyen Dinh Chinh in his research "Pedagogical practice" said that Pedagogical capacity includes a system of knowledge and skills about pedagogical profession. Nguyen Nhu An mentioned four groups of skills and built a process of training the system of teaching skills in Education. Phan Thanh Long has determined current status of students' teaching capacity and proposed a number of factors affecting the formation of teaching capacity for students [4].

The above studies have shown a relatively basic and comprehensive process of pedagogical training for students. These issues have certain implications for teacher training in pedagogical schools today.

However, the researches related to this issue are still limited. Their approach is more traditional; pedagogical training programs and capacity development methods are no longer suitable for the current period. Therefore, the research results of the above studies need to be supplemented, researched and developed according to a new consistent with the development and innovation of education and training in general, art pedagogical training in particular.

3. Research approach and methods

** Approach method*

- *Systemic - structured approach*: It is said that art teacher training is a part of the general teacher training system. Therefore, developing teaching capacity for students is an important content in the training process; thereby identifying the art teaching competency system and development process to improve the quality of art teacher training.

- *Practical approach* considers the process of developing teaching capacity for students in the teacher training from the characteristics and actual requirements of art teaching in high schools.

- *Approaching output standards*: training art teachers must take the output standards as a goal, aiming to form the necessary competencies for students including teaching competence. After graduation, the teachers effectively carry out their educational tasks.

- *Approaching activities*: The teaching capacity of students is formed and developed through the process of studying and practicing at the pedagogical school. The study of teaching capacity must be through the practical teaching activities of students in class, such as observing, studying behavior, evaluating the results of teaching activities, solving case studies... of teachers.

- *Approach to development*: Education must develop each student's teaching capacity to the maximum, help them master situations and cope with challenges that will be encountered in life and professional activities in a proactive and creative method.

** Methods*

- *Theoretical research methods*: methods of analysis, synthesis, comparison, generalization, systematization of materials related to teaching competence, teaching competence system and development process for art pedagogical students.

- *Nhóm phương pháp nghiên cứu thực tiễn*

- *Practical research methods*

+ *Pedagogical observation*: Observing the process of developing students' teaching capacity during the practice time of teaching capacity development, internship, and pedagogical practice of students.

+ *Interview*: In order to have information as a basis for analyzing the current situation of the process of developing teaching capacity for art pedagogical students, the author surveyed by questionnaires and directly interviewed students and art teachers in high schools.

+ *Researching activity products*: Through the products of students' teaching activities (designing lesson plans and teaching aids, results of professional practice and pedagogical practice...) to collect information for evaluation purposes of the process of developing art teaching capacity.

- *Supporting methods*: Using statistical mathematical formulas and SPSS software to process data about the current process of developing students' art teaching capacity.

4. Results

4.1. An overview of teaching competence

Each person is an individual with unique characteristics to adapt to a certain type of activity. The success of their work largely depends on their competence with that activity. A person is competent when they have the knowledge, skills, and attitudes to perform safely and effectively and engage in lifelong learning. Accordingly, *capacity is a combination of knowledge, skills, and attitudes; individual psychological and physiological characteristics combine to perform flexibly, creatively and effectively an activity, a specific situation in life and professional labor in specific conditions and standards*

Teaching is a process of interaction between teachers and learners in order to help learners acquire scientific knowledge, cognitive and practical skills, developing creative activity capacity, thereby forming quality and capacity for educational purposes.

Teaching capacity is a combination of necessary knowledge, skills and pedagogical attitudes; teacher's individual psychological and physiological characteristics perform flexibly, creatively and effectively specific teaching tasks according to standards set in certain conditions.

Teaching competence is one of the necessary conditions for a good teacher to teach. Training teaching skills for students is the most basic way to form teaching capacity. The process of practicing through specific activities inside and outside the pedagogical school. Each activity can only form for students one or a few certain competencies.

Accordingly, *the development of teaching competence is a systematic, regular and continuous process of organizing and practicing teaching tasks according to the objectives,*

content, processes and standards of performance assigned within a certain period of time which ensures learners have the ability to effectively achieve the teaching objectives.

4.2. The system of teaching competence of art pedagogical students

4.2.1. Basic teaching competence

** Competence in teaching design*

Teaching design is an important task of teachers, is a systematic process to transform teaching principles into teaching plans. Teaching design capacity requires teachers to know how to study programs, plans, textbooks, references; identify basic goals, knowledge and skills; select teaching methods, have guiding steps to form capacity for learners; prepare appropriate teaching means and equipment; guess pedagogical situations and handling plans.

** Ability to organize and implement teaching plans*

The implementation of a teaching plan is turning the expected goals and plans into reality by appropriate activities in order to effectively carry out teaching tasks.

Teaching competence includes ability to use teaching methods, means and equipment; ability to demonstrate samples; ability to organize learning in groups; ability to communicate and use language; ability to solve problems arising in teaching practice.

** Ability to test and evaluate teaching results*

Evaluation is not merely the recognition of the status and results, but also the proposal of decisions that change the status in the direction of the goal from the beginning to the end. Teachers must fairly and objectively assess students' learning results; must know how to activate and develop the ability to self-assess and assess each other in students, help them to timely adjust their learning and their own teaching.

Testing and evaluation capabilities comprise of designing and using assessment tools, building evaluation standards; Applying evaluation test, methods and techniques proficiently and flexibly; Processing test results, publicizing assessment results; Collecting reverse signals to promptly correct deviations in students' learning and in their teaching.

4.2.2. The system of specific competencies in teaching art

** Artistic language cognitive ability:* includes common and deep perception. Common perception means that anyone can perceive the beauty of art works through sound (music) or visualization (art). The deep one means that anyone can study artistic values and the causes, characteristics and techniques that an author and a work bring about. The question is what is the development of teaching capacity of art students in this criterion?. A student who is gifted in any art field will quickly master that field. For example, talent students of art will be favorable in singing; students with good acoustic ability will use musical instruments favorably.

On the other hand, the level of giftedness of students is very different, so developing teaching capacity will have many lesson plans in class and in groups.

* *Competence to express artistic language:* is a specific activity of singers and painters' performance. Training art teachers, artistic language expression skills are formatted as reading music, singing, talking their music in front of students. Of course, sometimes they also have to play the role of amateur singers and painters when organizing social and artistic activities. The question is what is the relationship between artistic perception and artistic expression capacity? Does good art perception have good artistic expression?. If a student wants to practice good pedagogy, how does the ability to perceive art and the ability to practice art be required? it is necessary for teachers to ensure comprehensive capabilities of good organization, good teaching, good social activities. First of all, the art demonstration is the standard one and then is attractive one.

* *The ability to create artistic language:* As mentioned above, the teacher's artistic demonstration is first of all a standard and then a good and attractive one. Good, attractive one is expressed through the level of renewal of lessons by their pedagogical ability. A sample song by a teacher that brings excitement to students, a moving reading voice attracts students or a popular music story with new details are all based on the teacher's positive competency approach.

* *Artistic pedagogical competence:* This is only formed when the teacher has the basic pedagogical capacity and a certain level of art knowledge and practice. Basic competencies are the foundation for teachers to convey artistic content to students. But the range of basic competence and ability to express artistic language is very large, which is the borderline of individual aptitude. So the question arises: does an artist do a good job of pedagogy?, does art pedagogues need an artist's soul?. In fact, a good art pedagogy includes the two elements of artist and pedagogy in a harmonious way. The requirement for teacher's artistic pedagogical capacity is concerned, especially in the context of high living standards. The learning competence of students is the basis for lecturers to design training methods.

* *Ability to discover and foster artistic talents*

This is the ability to evaluate and feel the "voice" of "shape" and "color" through each painting even if it is just simple and rustic drawing; the ability to hear the correct sound of a musical work. To form this capacity, first of all, teachers must be highly gifted, and have the right aesthetic point of view. In general, teacher's professional ability has reached the maturity level.

* *Ability to organize social and artistic activities:* Teachers need to be properly aware of the goal of the subject, which helps students develop comprehensively in terms of soul,

aesthetic, physical and intellectual feelings. The problem of art education in high schools doesn't train talents, but the formation of aesthetic emotional thinking, understanding beauty and feeling the value of beauty. Thanks to art education, people develop more comprehensively, more humanely.

4.3. The implementation process and the actual situation of the process of conducting lessons to develop teaching capacity for art pedagogical students

The teaching capacity of current art pedagogical students is formed and developed through the following process: (1) *Initial instruction*; (2) *Regular instruction*; (3) *ending instruction*.

In the process of training to form teaching skills, learners are aware that they do not know how to perform skills; Through the guidance of the instructor, they gradually improve their skills and eventually achieve proficiency, habit, and problem-solving confidence. Careful, thoughtful preparation and planned activity will contribute to the skill development of learners. In the demonstration step, the instructor needs to do it correctly, and at the same time explain the basic issues; Learners must memorize and form an "inner model" of the skill, which can repeat some parts until all learners master the process.

Through observing, studying the lesson plans of the lecturers, we found that the lecturers conduct teaching in 3 stages: Preparing for teaching, Conducting teaching, Ending teaching. Each stage performs certain tasks.

The general assessment of the appropriateness of the process of developing teaching capacity at art pedagogical training schools today, there are 12.5% opinions that the process is not suitable for practice; 64.2% confirmed that the process is quite suitable (table 1). Indeed, in just a short time with too many goals, practicing teaching capacity cannot focus on teachers' performance. On the other hand, the process of developing teaching capacity is relatively independent, while these jobs can be interwoven.

Table 1. Evaluate the process of implementing classes to develop teaching competence

No	Extent	Lecturer (%)	Student (%)	Overall rate (%)
1	Very suitable	0	0	0
2	Suitable	26,3	22,6	23,3
3	Relatively suitable	66,7	63,8	64,2
4	Not suitable	7,0	13,6	12,5

Table 2. The extent of using the steps to develop teaching capacity

Steps	The extent of using the steps to develop teaching capacity							
	Very often (%)		Often (%)		Not often (%)		Never (%)	
	GV	SV	GV	SV	GV	SV	GV	SV
1. Initial instructions								
1.1. State the goals of the lesson	3,5	3,8	49,1	46,7	42,1	43,6	5,3	5,9
1.2. Check conditions and knowledge related to the lesson	1,8	1,4	47,4	49,1	43,9	41,5	7,0	8,0
1.3. Identify knowledge, skills, attitudes	3,5	2,8	40,4	43,6	49,1	44,9	7,0	8,7
1.4. Define the task and the content of the exercise	8,8	8,0	54,4	50,9	36,8	39,0	0,0	2,1
1.5. Outline the sequence of steps and operations	5,3	4,5	50,9	54,7	43,9	40,8	0,0	0,0
1.6. Demonstrate and analyze sample actions	1,8	3,1	68,4	70,0	29,8	26,1	0,0	0,7
1.7. Instructions for tickets, equipment, tools, practice groups	0,0	0,0	38,6	36,9	49,1	47,4	12,3	15,7
2. Regular instruction								
2.1. Teacher gives the content of the practical exercises	8,8	7,3	59,6	55,4	31,6	37,3	0,0	0,0
2.2. Students study exercises, find solutions	7,0	5,9	57,9	51,9	33,3	38,0	1,8	4,2
2.3. Students and groups do exercises	14,0	12,5	63,2	66,9	22,8	20,6	0,0	0,0
2.4. Students self-evaluate, groups evaluate and lecturers monitor, correct, test	0,0	0,7	49,1	46,7	36,8	40,1	14,0	12,5
3. Ending instruction								
3.1. Consolidation of knowledge	0,0	1,0	47,4	48,4	36,8	32,4	15,8	18,1
3.2. Consolidation of skills	3,5	2,1	42,1	37,6	42,1	46,3	12,3	13,9
3.3. Note weak and strong points that students often encounter	0,0	1,7	33,3	30,0	47,4	52,3	19,3	16,0

Average rate	4,1	3,9	50,1	49,2	39,0	39,3	6,8	7,6
Overall average	4,0		49,7		39,1		7,2	

The survey results show the process of implementing lessons to develop teaching capacity for students is implemented by teachers through lesson plans and lecture content for students to acquire knowledge, practice skills, form skills, qualities and professional attitudes. The lecturer has to promote the activeness and independence of students in the teaching process. However, we also found that, on average, the use of steps in teaching is 39.1% infrequently; 7.2% unused; 49.7% regularly; lecturers have not paid much attention to develop teaching capacity for students. Through research, we learned that the professional courses with little practice time, large scale of class cause difficulties in the process of developing teaching capacity for students. Therefore, although it has been relatively methodically and fully reflected related to knowledge and skills, this process is easy for students to perceive and practice passively and ineffectively. This can make students less active and active in learning. When they graduate from university, they are not really capable of working as art teachers at school.

4.4. Innovating the process of conducting lessons to develop teaching competency for art pedagogical students

The process of conducting lessons to develop teaching capacity in a positive way is described by a defined sequence from the practice of science and art education in high schools and then defining goals and standards. The next is designing the teaching process and content, selecting methods, preparing conditions for the teaching process. The examination and evaluation of learning results are carried out according to performance standards.

Developing teaching capacity is a practical skill training subject, so the lesson is also carried out according to the following specific steps:

Step 1: Prepare for teaching, including:

Studying the system of standards for art teaching competency:

This activity plays an important role in planning, organizing teaching and assessing learning outcomes in the direction of capacity development. That helps teachers identify the tasks that art teachers have to perform at the workplace. Lecturers build situations associated learning content with solving practical tasks, identify teaching competencies that need to be formed and developed for students in each lesson.

Study curriculum, textbooks, references:

This is an important step to help trainers determine the objectives and content of the training program; relationship with modules/subjects; the position, role, teaching sequence of

the module/subject in the program and the ability to change the teaching sequence to suit the skills and pedagogical practice.

Researching teaching objects, assessing students' input ability:

Objects of teaching at the College of Art Education training are students, adults who want to become art teachers. During the learning process, they must be adaptable, self-disciplined, positive, creative and highly planned. These are often not the same for every student. Therefore, the study of student records, assessment and confirmation of students' ability before each lesson are necessary for lecturers to get information about teaching objects.

Designing lesson plans:

A lesson plan is a document that details the sequence of what the teacher wants to happen during class. As a result, teachers are proactive when teaching and avoid errors in the teaching process.

In the teaching plan, the learning objective is the teaching competency system that must be clearly presented including the performance, the performance conditions (information, tools, equipment,...), standards (criteria/standard of performance to determine the required level of performance). These may include product characteristics, process requirements, time and accuracy requirements.

The teaching plan must clearly define the main content of the lesson including knowledge related to the implementation of teaching activities, the system of job performance and professional qualities corresponding to be trained for students.

The teaching plan consists of two parts: (1) The system of work and teaching situations related to the reception level of the students; (2) The system of activities and manipulations corresponding to the situations arranged and organized by the lecturers reasonably. The teaching plan should not only focus on knowledge, but also build a system of corresponding jobs to help students to form their teaching competence..

The summary of the lesson in the lesson plan must highlight the core knowledge and skills, the mistakes that students often make in the learning process and give the orientation for the next lesson. The assessment of learning results according to the performance standards stated in the objectives. It is possible to be objective test, performance test, practice, and exercise to evaluate students' training results.

Prepare documents and means of instruction:

Based on the expected teaching objectives, content and activities, the lecturer prepares corresponding instructional materials and means including instruction sheet, process evaluation sheet and product evaluation sheet, handouts to support students' research.

Step 2: Implement the lesson plan, including:

Initial Instruction: This is a very important and indispensable stage for every competency development practice lesson. Depending on the content of each practice lesson, the duration of this phase is usually from 30 to 50 minutes.

The content sequence of the initial instruction phase includes the following tasks:

- State the lesson objectives (performance standards)
- Check the conditions of class organization and knowledge related to the lesson.
- Identify knowledge, key skills, professional qualities and attitudes;
- Define tasks and content of practice exercises, test knowledge and skills related to practice exercises, equip students with necessary new knowledge and skills.

- Outline the sequence of work steps, movements, means, tools, corresponding methods and basic plan of the lesson.

- Performance and analysis of sample actions (model demonstrations): Students monitor, study and perform practice tasks through repetition or as directed during regular instruction.

- Instruct practice sheets, equipment, tools, groups and practice locations.

Regular instruction: This step takes up most of the practice time (4 to 5 hours) for the lecturer to organize and control the students to "solve the problem"; is the transition from technical awareness to practice training, skills (according to performance standards)

The sequence of performance in the regular instruction, as follows:

- Instructors state the content of practical exercises
- Students study and analyze the requirements of practical exercises to find out the solution.

+ Each member of the learning group develops a plan or finds a way to solve each practice task (practice sheet).

+ The practice group conducts the verification, agrees on the plan and sequence of practice.

- + Teachers check and appraise before students practice.

- Students and learning groups practice, reproduce sample actions according to the work order, especially self-checking and adjusting actions.

- Members self-evaluate, the group agrees to evaluate, the lecturer monitors, corrects, and checks each step to detect weaknesses and errors of students.

- Members who do not practice successfully will continue to practice until they meet the performance standards.

When the whole group has mastered the first task, the next practice will be implemented until the last task. Linking instruction is usually controlled by the supervision of a teacher until

students can do the task safely. Independent Practice means that students' tasks are done without supervision.

Students are assigned and practice in groups:

+ The order of each student practicing without the cooperation of the group in a certain time. Students perform through "recalling" and "following" the sample operations learned in the initial orientation stage.

+ The lecturer monitors the practice groups. if the student make mistakes, the instructor will guide again. At the end of the assigned practice time of a content, the instructor allows students to change rings or practice positions.

Closing Instructions: about 5 minutes when preparing to end the practice. The lecturer consolidates knowledge and skills, comments and evaluates the practice process and the student's products about 5 minutes when preparing to end the practice. The advantages and limitations that students often encounter in the implementation process should be noted.

Step 3: Guide students to self-study

Give self-study tasks: Self-study tasks play an important role in achieving students' teaching capacity. Self-study tasks assigned directly by the lecturer or compiled on documents and distributed to students during the assignment and specified by the exercises that students must perform including practical tasks, performance standards, time requirements, procedures, reference materials and equipment provided.

Give the instruction about how to do the exercise: The time allowed is about 5 minutes.

Instructors should guide how to do the exercises even if there are instructions in the assignment sheet; Compile evaluation criteria, identify the time when students submit self-study results and notify them as soon as they assign self-study tasks.

Teacher provides materials the address to find the materials for students to read and study, give the way to search and process information for self-study, specify how to search according to the knowledge structure of the lesson.

Bước 4: Đánh giá năng lực dạy học của sinh viên

Hướng dẫn tự đánh giá và đánh giá năng lực dạy học của sinh viên:

Step 4: Assess students' teaching ability

Guide to self-assessment and assessment of students' teaching ability:

Evaluation of students' teaching competency on the basis of the standard system of teaching competence of art teachers. These standards cover the implementation process, efficiency and quality of practice, coordination with others in the implementation process. Evaluation criteria and conditions must be disclosed to students before the lesson. To evaluate

training results accurately, objectively, teachers and students must collect enough valuable evidence as the basis for making assessment decisions.

The process of assessing students' teaching ability is carried out as follows:

- Give out evaluation criteria;
- Collect products and practice results of students;
- Distribute test sheets and self-testing instructions, provide testing facilities;
- Organize for students to self-test and test each other;
- Ask students to report product testing results;
- Give comment and disseminate learning experiences and initiatives.

Give out evaluation conclusions and put assessment information into the system

Assessment results are communicated to students via assessment sheets with feedback. Thereby, students can participate in the assessment process and self-assessment on their learning results.

Management of assessment records: It includes test questions, observation diary, recording documents, tools, evidence and certification of students' teaching ability. Assessment records should be managed by teacher on course basis or student code which made available to students, administrators and recruitment agencies as needed.

5. Discussion

Through studying the theory and practice of art teaching in high schools, it can be affirmed that the teaching capacity system of art teachers is very diverse. This is a unique and very important factor for art teachers. In order to meet the requirements of the new general education program, Music and Fine Arts teachers need to be trained and fostered the above system of teaching competencies. This is the output for the process of developing teaching capacity for art pedagogical students

However, the survey results show that the process of developing teaching capacity for art pedagogical students is not really optimal; The teaching capacity of students has not met the requirements, and the student's activeness and initiative in the teaching process have not been promoted.

Accordingly, in order to develop art teaching capacity, one of the solutions is researching to identify the teaching capacity system and to innovate and improve the process of developing teaching capacity for art pedagogy students. It is an important content that has a decisive influence on the teaching capacity of students in the process of pedagogical training as well as in the training process.

6. Conclusion

In short, to effectively implement the development of teaching capacity for art pedagogical students, it is necessary to have the efforts of all participants in the training process from the managers, teachers to learners. The most important stage is raising the self-study consciousness and changing the teaching method of the teacher, emphasizing learning from practice. There is an urgent need for a fundamental and comprehensive reform of education.

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