

Developing the Teaching Team of the School of Politics Thai Nguyen Province Meets the Requirements of Educational Innovation in the Period of International Integration



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ABSTRACT: The teaching staff is the decisive factor in the quality of education and training at political schools, especially in the context of current educational innovation. The article focuses on analyzing the current situation, pointing out challenges and proposing solutions to develop the teaching staff of Thai Nguyen Provincial Political School to improve training efficiency, meeting the practical requirements of educational innovation in the integration period.

KEYWORDS: teacher development, political school, educational innovation, integration.

1. INTRODUCTION

In the context of the country promoting industrialization, modernization and international integration, the role of provincial political schools in training cadres, civil servants and public employees is becoming increasingly important. The teaching staff at political schools plays a core role in imparting knowledge, orienting thinking and developing capacity for students. In recent years, in the trend of comprehensive educational innovation in the whole sector, developing the teaching staff is a research spearhead to propose appropriate solutions. The works focus on a number of directions such as: theoretical research and the current situation of developing the teaching staff; specific solutions to develop the teaching staff. Some examples include: " *Some issues arising in developing the teaching staff at universities today* " [1]; " *Requirements for developing the teaching staff in implementing the advanced Bachelor's program at current universities* " [2], " *Measures to develop the teaching staff of the advanced training program at universities under Thai Nguyen University* " [3]; " *Proposing a theoretical framework for developing the teaching staff of universities according to the strategic human resource management approach based on capacity* " [4]; " *Solutions to improve the teaching quality of university lecturers to meet the requirements of educational innovation* " [5]... However, each university with different missions and visions sets out its own requirements for the teaching staff of the institution. Accordingly, we have based on the theoretical basis in previous studies, combined with the current situation to propose a number of solutions to develop the teaching staff of Thai Nguyen Provincial Political School to meet the requirements of educational innovation in the period of international integration.

2. RESEARCH RESULTS

2.1. Some theoretical issues on developing the teaching staff of provincial political schools

2.1.1. Concept of faculty development

Author Nguyen Thi Lan Huong surveyed and proposed the concept: " *Developing the university teaching staff to meet the innovation of higher education is the sum of the purposeful and planned impacts of the management subjects at all levels through the implementation of policies and strategies to create changes in the direction of sufficient quantity, reasonable structure, high quality; regularly supplementing and perfecting the qualities and capacities of each individual and the teaching staff to meet the requirements and tasks of education and training of the university*" [4;11]. Accordingly, developing the teaching staff is a process of building, fostering and perfecting the quantity, quality, and structure of the staff, in order to meet the increasingly high requirements of the tasks of education and training. This process includes recruitment, training, professional development, improving qualifications and improving the working environment to maximize the capacity of lecturers.

At provincial political schools, the teaching staff not only plays the role of imparting knowledge but also plays the role of guiding political ideology, ethics and working style for students who are cadres, civil servants and public employees. Therefore, developing the teaching staff in this environment requires specific standards and orientations compared to other training institutions.

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2.1.2. The role of the teaching staff in provincial political schools

The teaching staff at provincial political schools plays a central role in ensuring the quality of cadre training. Their role is reflected in three basic aspects.

Firstly, the lecturer is the one who imparts political theory knowledge, helping students understand the basic principles of Marxism-Leninism, Ho Chi Minh thought, the Party's guidelines and policies, and the State's policies and laws. This ensures that students have a solid theoretical foundation, thereby orienting their thoughts and actions in accordance with the requirements of practical tasks.

Second, lecturers contribute to fostering leadership and management capacity for local staff. Through lectures combining theory and practice, lecturers help students develop analytical thinking, decision-making ability and management skills in the public environment.

Third, the teaching staff are those who directly participate in scientific research activities, contributing to the development of political theory and providing scientific arguments for local policy making. Through research projects, lecturers also help supplement and enrich the content of training and education.

2.1.3. Criteria for developing the teaching staff of provincial political schools

The development of the teaching staff must be based on clear and specific criteria to ensure sustainable and effective development. In particular, professional qualifications are the most important criteria. Lecturers must have a master's degree or higher, have extensive knowledge in the fields of political theory, economics, society, and modern pedagogical skills. At the same time, the ability to research and apply science into practice is also an important requirement for lecturers to fulfill their roles well.

Political qualities and professional ethics are indispensable criteria. Lecturers need to have a strong political stance, an upright attitude and a healthy lifestyle. These values not only ensure standards in teaching activities but also contribute to the formation of students' ideology and ethics.

In addition, teaching capacity is a core factor, requiring lecturers to be able to convey knowledge clearly, scientifically, and attractively. The application of information technology and innovation in teaching methods are also important requirements for lecturers to adapt to the changes of the times and the needs of learners.

2.1.4. Viewpoints and principles of developing teaching staff

The perspective of developing the teaching staff of provincial political schools needs to be linked to sustainable goals. That is, development not only meets immediate requirements but also ensures the ability to adapt and develop in the long-term future.

The principle of uniformity in staff development must be ensured, including quantity, quality and structure. A teaching staff with a balance between age, gender and areas of expertise will create a more diverse and effective academic environment.

In addition, the development of the teaching staff must always be linked to practical requirements in the locality. This requires lecturers to not only be good at theory but also have the ability to apply knowledge to solve specific local problems, contributing to the overall development of the province.

2.1.5. Requirements for developing teaching staff in the current context

The current context with challenges from the 4.0 industrial revolution, international integration and the need for educational innovation poses many new requirements for the teaching staff of provincial political schools. First of all, lecturers need to improve their professional capacity and pedagogical skills, constantly innovate teaching content and methods to suit the diverse needs of students.

Along with that, the ability to apply information technology, from lesson design to online research and academic exchange, is a mandatory requirement in the digital age. Lecturers also need to have sufficient foreign language proficiency to access advanced teaching resources and methods in the world, thereby improving the quality of training and enhancing the international integration of the school.

2.2. Current status of developing the teaching staff of Thai Nguyen Provincial Political School in the period 2020-2024

2.2.1. Some achievements in developing the teaching staff

a. Size, structure and quality of teaching staff

In the context of innovation and development of the political system, Thai Nguyen Provincial Political School has focused on building a team of lecturers with a scale, structure and quality that meets the requirements of the task. As of 2024, the team of lecturers accounts for 91.9% of the total number of cadres and civil servants of the School, with the proportion of lecturers with a master's degree or higher reaching 91.2%, including 2 PhDs. The proportion of lecturers with advanced political theory qualifications reaches 94.1%. 100% of lecturers have completed pedagogical training programs and have certificates of active teaching methods, creating a foundation for teaching innovation.

The structure of the teaching staff is distributed harmoniously according to the fields of expertise, ensuring diversity and suitability with the content of teaching political theory, Party building, state and law. This is an important factor contributing to improving the quality of training and research at the School.

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b. Training, fostering and improving professional capacity

Deeply aware of the central role of lecturers in improving the quality of training, Thai Nguyen Provincial Political School has synchronously implemented training and development programs. In the period of 2020-2024, the School has implemented:

- Send 2 lecturers to participate and complete the PhD program, 8 lecturers received master's training to improve their professional qualifications.

- Continuously send lecturers to attend training courses on pedagogical skills and active teaching methods to improve skills and practice teaching methods.

- Assign 31 lecturers to complete the training program on Marxist-Leninist classics and Ho Chi Minh ideology.

- Assign 12 lecturers to study and complete the advanced political theory training program and advanced political theory conversion program (for lecturers who have a certificate equivalent to advanced theory).

- Send 166 lecturers to attend training at Ho Chi Minh National Academy of Politics and training units in the province.

These activities not only improve professional qualifications but also promote innovation in teaching methods, encouraging lecturers to apply information technology in teaching and scientific research.

c. Achievements in scientific research and practical summary

The faculty of Thai Nguyen Provincial Political School has made important contributions to scientific research. During this period, the School has coordinated to implement 01 ministerial-level project, 03 provincial-level projects and topics and 32 school-level projects, typically:

- Ministry-level topic: "Building a team of communal-level cadres to meet the development requirements of Thai Nguyen province in the current period" (Coordination with the Institute of Party Building, Ho Chi Minh National Academy of Politics).

- Provincial topic: "Innovation in training content contributes to improving the capacity of commune-level leaders in Thai Nguyen province".

- School-level topic: "Improving the quality of political and ideological education in teaching political theory at intermediate level"...

In addition, the School has published many documents and monographs serving teaching, research and practice (10 reference books and monographs), such as "Practice and experience in local construction and development" or "The value of the work 'Diligence, thrift, integrity and uprightness' in the work of Party building on ethics"...

d. Scientific research models and practical applications

The school has successfully implemented a number of scientific research models and practical summaries with high efficiency, such as:

- Applying digital transformation in training and fostering political theory has been recognized and widely deployed at district and city-level political centers in the province.

- Compile training documents for commune-level officials and civil servants, directly serving the training and capacity building of grassroots officials.

These models are not only highly appreciated for their applicability but also contribute to improving the effectiveness of training and building the local political system.

d. Organizing scientific seminars and conferences

Scientific seminars and workshops are an indispensable part of research and training quality improvement. During the period 2020-2024, the University organized 4 provincial seminars and 15 school seminars with practical topics such as:

- Provincial workshop: "State administrative reform to meet the requirements of socio-economic development of Thai Nguyen province in the period 2021-2030".

- School-level workshop: "Integrating the content of protecting the Party's ideological foundation into lectures in the Intermediate Political Theory program"...

The seminars are not only forums for academic exchange but also opportunities for lecturers to share experiences and propose solutions to improve training quality.

With the contribution of the teaching staff, Thai Nguyen Provincial Political School has successfully completed its training and fostering tasks; it was recognized by the Ho Chi Minh National Academy of Politics as reaching level 1 standards in December 2024.

2.2.2. Limitations and challenges in developing the teaching staff

Besides the achievements, Thai Nguyen Provincial Political School still faces some challenges, such as:

- Shortage of lecturers with doctoral degrees (especially in the context of building Thai Nguyen Provincial Political School to meet level 2 standards to meet the requirements of Regulation No. 11-QD/TW, dated May 19, 2021 of the Secretariat on standard political schools) . [6]

- The ability to exploit and skillfully combine technology applications in teaching; to apply active teaching methods in teaching political theory in practice is not really proficient and meets the requirements of many lecturers.

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- Scientific research activities, organizing seminars (especially for topics, seminars at provincial, ministerial, state and international levels...) and summarizing practices, consulting and proposing to the province are still limited (both in quantity and quality).

2.3. Solutions for developing the teaching staff of Thai Nguyen Provincial Political School

To develop the teaching staff, Thai Nguyen Provincial Political School needs to focus on implementing synchronous solutions, including some basic solutions such as:

2.3.1. Perfecting the recruitment and planning of teaching staff

To build a team of lecturers to meet the needs of training and fostering political theory in the current context, perfecting recruitment and planning is an urgent requirement. The school needs to implement a long-term planning plan based on an analysis of human resource needs in the faculties, while ensuring consistency in the professional structure.

The recruitment process should be carried out on a standardized basis, focusing on criteria such as master's or doctoral degrees, teaching experience, and scientific research capacity. In particular, the policy of attracting good lecturers from prestigious training institutions at home and abroad should be prioritized, combined with attractive support measures to create the most favorable conditions for lecturers to develop their capacity. In addition, it is necessary to establish a transparent recruitment process, associated with the assessment of candidates' professional ethics.

2.3.2. Promote training and fostering to improve professional qualifications and skills

Training and development activities need to be organized regularly with content that is close to practical needs and long-term development orientation. The school needs to focus on increasing the proportion of lecturers with doctoral degrees by sending lecturers to participate in graduate programs to ensure that the teaching staff has a solid professional foundation, meeting the requirements of the task.

In addition, professional development and pedagogical skills programs need to be updated regularly, focusing on active teaching methods, information technology application and digital transformation skills.

2.3.3. Innovation in teaching methods and improvement of research capacity

In the context of modern education, innovation in teaching methods is an essential requirement. Schools need to encourage lecturers to apply modern classroom organization methods, focus on learners and increase interaction in the teaching process. The use of digital platforms to organize online classes, provide digital learning materials and build a student support system also needs to be promoted.

Along with innovation in teaching methods, improving the research capacity of lecturers also plays an important role. The school needs to create conditions for lecturers to participate in scientific research topics at all levels, publish monographs, and organize regular professional activities. Developing practical research models will contribute to solving specific local problems, while improving the quality of training and education content.

2.3.4. Strengthen support and ensure working conditions for lecturers

In order for the teaching staff to maximize their capacity, support and ensuring working conditions are indispensable factors. The school needs to focus on improving the remuneration regime, creating conditions for lecturers to have a stable income and a rich spiritual life. Facilities and technological equipment serving teaching and research need to be invested in synchronously and modernized. In addition, a friendly working environment that encourages creativity and cooperation between faculties and departments will help lecturers feel more attached to their work.

2.3.5. Strengthening domestic and international cooperation

In the context of integration, expanding cooperation with domestic and foreign training institutions is a strategic direction. The school needs to proactively cooperate in research and training with domestic and foreign universities and academies; in particular, cooperating with Thai Nguyen University, which has abundant and highly qualified scientific human resources. Organizing business trips and study tours domestically or abroad for lecturers will help the teaching staff access advanced training methods and innovative training models, thereby applying them to local practices.

International seminars and workshops are also opportunities for lecturers to exchange experiences, improve their professional qualifications and expand their academic cooperation network. Promoting the exchange of experts and lecturers between training units should also be implemented to learn and share experiences.

2.3.6. Orientation for sustainable development of teaching staff

The development of the teaching staff needs to be linked to long-term goals, ensuring stability and adaptability to changes in practice. Schools need to develop strategies for developing a synchronous teaching staff, balancing quantity, quality and structure of the disciplines. At the same time, enhancing the evaluation of the effectiveness of the work of lecturers will help to promptly detect strengths and weaknesses and propose appropriate solutions.

The teaching staff is the core factor determining the quality of education and training at political schools, especially in the context of current innovation. Thai Nguyen Provincial Political School has achieved important achievements in developing the

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teaching staff, from improving professional quality, innovating teaching methods, to implementing scientific research programs. However, there are still challenges that need to be solved to meet the increasing requirements of staff training. The solutions proposed in the article focus on improving recruitment, promoting training, fostering, innovating teaching methods, and enhancing domestic and international cooperation. These are practical directions to build a teaching staff that not only meets current needs but also adapts to future changes, making an important contribution to improving the quality of training and fostering staff of Thai Nguyen Provincial Political School to meet the requirements of Vietnam's educational innovation in the period of international integration.

3. CONCLUSION

Developing the teaching staff of Thai Nguyen Provincial Political School is a necessary task in the comprehensive reform of education in the integration period. To do that, it is necessary to pay attention to developing both quantity, quality and structure. Based on theory and practical basis, the 6 solutions we propose will help improve the quality of the school's teaching staff. At the same time, fully supplement the criteria towards achieving the standard level 2 political school according to the Regulations of the Central Executive Committee of the Party.

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