

# CURRENT SITUATION OF MANAGEMENT AND USE OF TEACHING EQUIPMENT UNDER ORIENTATIONS FOR DEVELOPING STUDENT CAPACITY IN LOWER SECONDARY SCHOOLS IN DIEN BIEN DISTRICT, DIEN BIEN PROVINCE IN THE PRESENT PERIOD

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*Last time, management of equipment, maintenance and use of teaching equipment in lower secondary schools in Dien Bien district, Dien Bien province has been paid more attention, making important contributions to keeping sustainably, improve the quality of education in the district. Every year the lower secondary schools have been given funding and have plans to equip additional teaching equipment. Most lower secondary schools have full-time staff in charge of teaching equipment; with equipment storage rooms, cabinets are gradually added; laboratories and classrooms have been built more and more; have a system of records of teaching equipment management established; The work of inventorying and purifying teaching equipment periodically was also concerned. The movement of innovating teaching methods has made education managers and teachers more interested in using teaching equipment effectively. The positive management measures have caused many teachers to use teaching equipment as an integral part of the lesson, helping the quality of the lessons be increasingly improved to meet the requirements of changes. New teaching methods. Education administrators, teachers, teaching equipment staff are becoming more and more serious in teaching device management. However, the reality of teaching equipment management still reveals many limitations: The management of teaching equipment in schools is still administrative and ineffective. The equipment has no overall and detailed plans; The procurement of teaching equipment is not guaranteed in terms of quantity, lack of uniformity (some are redundant, some are lacking), quality is limited (durability, accuracy is not guaranteed, some new ones are not used); preservation still has many shortcomings; lack of specialized staff; lack of storage space or insufficient storage; lack of cabinets, prices, laboratories, subject classrooms; specially managing the use of teaching equipment is not tight; Many places teachers have not paid attention to use, ineffective use. The situation of “teaching vegetarianism” is still common, teaching equipment used is still movement, mostly used only in special cases such as competitions for good teachers, lectures or when there is a delegation check; There are many cases of information technology abuse in teaching. The effective use of teaching equipment oriented student capacity development is not much. The management of the use of teaching equipment oriented to develop student competencies in the current trend of Industry Revolution 4.0 is a matter of great concern to educational managers.*

*Thus, the task of surveying the situation of managing the effective use of teaching equipment, finding subjective and objective reasons in order to propose measures to effectively manage the use of teaching equipment in the direction of developing students' practical capacities and contributing to improving the quality of teaching in secondary schools in Dien Bien district, Dien Bien province is a very important and necessary task today.*

**Keywords:** Teaching equipment; Managing the use of teaching equipment; Developing students' capacity; Lower secondary schools; Dien Bien district, Dien Bien province.

## 1. Introduction

Teaching equipment is both a source of knowledge and a means of containing and transmitting information in order to positive the cognitive process, stimulate learning interest, intellectual development, practical skills of students. part to improve the quality of teaching and learning. Teaching equipment also contributes to ensure the visualization of the teaching process, expand access to objects and phenomena, allow students to self-gain knowledge, formulate skills, skill and self-learning ability.

Recently, the management of equipment, storage and use of teaching equipment at secondary schools in Dien Bien district, Dien Bien province has been paid more attention, making important contributions to maintaining and improving the quality. education of the district. Since 2002, junior high schools have been equipped with teaching aids according to the list of minimum teaching equipment prescribed by the Ministry of Education and Training. Since then, the management of equipment, storage and use of equipment has gradually been in order. Every year the schools have been provided with funding and have plans to equip additional equipment for teaching. Most of the schools have specialized staff in charge of teaching equipment; with equipment storage rooms, cabinets are gradually added; laboratories and classrooms have been built more and more; have a system of records of managing equipment for education and training; the work of inventory and checking teaching equipment periodically is also interested. The movement of innovating teaching methods makes administrators and teachers more interested in using teaching equipment. The positive management measures make many teachers have used teaching equipment as an indispensable part of the lesson, making the quality of lessons increasingly improved to meet the requirements of innovating teaching methods. Education managers, teachers, staff in charge of teaching equipment are becoming more and more serious in managing teaching equipment. However, the reality of teaching equipment management still reveals many limitations: The management of teaching equipment in administrative schools is still administrative and ineffective. The equipment has no overall and detailed plans; the procurement of equipment and goods has not been ensured in terms of quantity, lacks of synchronization (some are redundant, some are lacking), and the quality is limited (durability and accuracy are not guaranteed, some are newly purchased but cannot be used); preservation still has many shortcomings; lack of specialized staff; lack of storage space or insufficient storage; lack of cabinets, prices, laboratories, subject classrooms; especially managing the use of teaching equipment is not tight; Many places

teachers have not paid attention to use, inefficient use. The situation of “vegetarian teaching “ is still popular, the teaching equipment used is still movement, mostly used only in special cases such as competitions for good teachers, lectures or inspection teams; There are many cases of ICTs abuse in teaching. The management of using teaching equipment in the direction of developing students’ capacity is not much. Managing the use of teaching equipment in the direction of developing students’ capacity in the current trend of Industry Revolution 4.0 is a matter of great concern to educational managers.

The task of surveying the situation of management and use of teaching equipment, finding a number of basic reasons to be able to propose management measures for using teaching equipment in the direction of developing student competencies, contributing to improving the quality of teaching in secondary schools is a very important and necessary task today. For the reasons mentioned above, the authors chose the research topic: “The situation of managing the use of teaching equipment in the direction of developing student competencies in lower secondary schools in Dien Bien district, Dien Bien province in the current period”.

## 2. Research method

### 2.1. Group of theoretical research methods

### 2.2. Group of practical research methods

### 2.3. Group of support methods

## 3. Overview of the problem research

### 3.1. Foreign

Since ancient times, education has always been a scientific field that in any era, every country has gained much attention and research of scientists. However, studying issues in education is not easy, because those issues are always linked with other fields in society such as economy, politics and culture. Therefore, researching measures to manage the equipment, storage and use of teaching equipment of principals in order to improve learning results and innovate methods is a difficult and complex issue. To improve the quality of education, it is firstly necessary to improve the quality of teaching in schools, which effectively use teaching equipment as a major solution. For effective use of equipment and devices, the role of management measures is very important. Researchers at home and abroad have been studying the school management practices to find the most effective management measures.

The 39th International Conference on Education, held in Geneva in 1984, as well as many other conference on teaching equipment in socialist countries, affirmed that the education sector needs to be renewed regularly on purpose, structure, content,

teaching equipment and methods to provide all students with learning opportunities. Depending on the economic, technical and social circumstances, all countries in the world tend to perfect teaching equipment in accordance with the modernization of content, methods and organizational forms of teaching. Countries with developed economies are interested in the research, design and production of modern teaching equipment with high quality, necessary for the educational needs of each country.

Since the second world war (1939-1945) in the former Soviet Union (old) has implemented the slogan: "Cinematic learning process". Since 1960, Japan has conducted model research and production of film films for school use. In 1984, Japan had 29 audiovisual centers. In 1992, the results of the survey on computer equipment in Japan showed that primary school students were 50%, junior high school students got 86.1%, high school students got 99.4%. In the US and European countries, as well as some countries in the Asia Pacific region such as Indonesia, Thailand, Philippines, Singapore... people gradually replace the painting in textbooks printed on paper with the above images of television screen. As such, the amount of information provided will be richer and more attractive, and the preservation, transportation and use will be more convenient. Currently many countries in the world research, widely use video discs and initially use the Internet in education.

Over the past 20 years, electronic devices, computers, robots, high-precision digital meters, televisions, videos, etc. have been researched, designed and enhanced for high schools.

### **3.2. Domestic**

Inheriting and promoting theories about education in the world education system, Vietnam also has many researches on teaching equipment and manages the use of teaching equipment. In this regard, typical Vietnamese scientists have developed and disseminated the theory of visual teaching principles. They are psychologists Pham Minh Hac and Ho Ngoc Dai; educators To Xuan Giap, Vu Trong Vy, Tran Khanh Duc, Ngo Quang Son ... These authors show us the common problems of teaching equipment such as the role of teaching equipment in teaching activities and the requirements of teachers. when selecting and using equipment.

In 2005, the Project Manager Ngo Quang Son successfully defended the Ministry-level topic: "Some management measures to improve the efficiency of using educational equipment, applying Information and Communication Technologies (ICTs) in continuing education centers and community learning centers "code: B 2004 - 53 -17; The author has affirmed the important role

of teaching equipment in teaching, education and learning activities, that is: "... Teaching teaching is a part, an indispensable component of the process of teaching calculus pole. The teaching equipment is both a component, a medium, a direction, and contains the content of the teaching process, as well as creating awareness of interest for learners. The teaching equipment is one of the effective conditions to help teachers and students to well implement the teaching guideline to promote students' activeness, positive awareness and students' thinking process. Effective use of teaching equipment in the teaching process, in pedagogical interaction environment, in multimedia teaching environment in order to orient the development of students' practical capacity ... ", at the same time the author has propose a system of 8 management solutions to improve the efficiency of equipment, use and storage of equipment and devices.

Thus, it can be said that the management of teaching equipment has played a great role in improving the quality and efficiency of exploiting teaching equipment in each school. Because, it helps managers have an overview of the level, speed of development of teaching equipment and its impact on teaching technology in the country, the region and the world. Assess the status of teaching equipment, the process of investing, equipping, preserving and using quality, exploiting teaching equipment in schools in the direction of developing students' practical capacity, from which planning the equipment development strategies used in a long term is a very necessary and urgent task for managers in schools.

Up to now, there has not been any topic of management and use of teaching equipment under the direction of developing practical capacity in students at lower secondary schools in Dien Bien district, Dien Bien province. This is a good reason, firstly, the authors will study the situation of managing the effective use of teaching equipment in accordance with the orientation of developing students' practical competencies in lower secondary schools in Dien Bien district, Dien Bien province in the current Industrial Revolution 4.0.

### **4. Current situation of using teaching equipment in lower secondary schools in Dien Bien district, Dien Bien province in the current period**

Currently junior high schools mainly use the assigned teaching aids. Through studying the situation at the schools, it shows that the teaching equipment is widely used and effectively is the subjects: Physics, Chemistry, Biology, History, Geography, and Informatics. The equipments of teaching English, Arts, Music, Education, Technology, Physical Education, English are not

used much, yet often.

The author has made a questionnaire about the effectiveness of using teaching equipment in renovating teaching methods, with three levels of answers: Good / Normal / Poor.

- Subjects sending the questionnaire:

+ Manager: 20

+ Facilitators: 30

- Handling survey results: Using mathematical statistical methods, specific results are as follows:

Table 1. Summary of managers' opinions on the effective use of teaching equipment

TT	Tiêu chí đánh giá	Tốt		Bình thường		Kém	
		SL	%	SL	%	SL	%
1	Tần suất sử dụng TBDH đạt yêu cầu nội dung chương trình dạy học	2	10	15	75	3	15
2	Mức độ sử dụng thành thạo TBDH của GV	3	15	10	50	7	35
3	Cường độ làm việc của GV trong tiết học có sử dụng TBDH	3	15	10	50	7	35
4	Việc truyền tải kiến thức, tạo kỹ năng thực hành cho HS thông qua sử dụng TBDH của GV	2	10	15	75	3	15
5	Qua tiết học có sử dụng TBDH, GV có thể kiểm tra, đánh giá khả năng tiếp thu kiến thức của HS	2	10	15	75	3	15

Source: *Data of Education and Training Division of Dien Bien District, Dien Bien Province, academic year 2017 - 2018*

Table 2. Summary of teachers' opinions on the effective use of teaching equipment

TT	Tiêu chí đánh giá	Tốt		Bình thường		Kém	
		SL	%	SL	%	SL	%
1	Tần suất sử dụng TBDH đạt yêu cầu nội dung chương trình dạy học	5	16.7	20	66.7	5	16.6
2	Mức độ sử dụng thành thạo TBDH của GV	8	26.7	18	60	4	13.3
3	Cường độ làm việc của GV trong tiết học có sử dụng TBDH	5	16.7	20	66.7	5	16.6
4	Việc truyền tải kiến thức, tạo kỹ năng thực hành cho HS thông qua sử dụng TBDH của GV	7	23.3	15	50	8	26.7
5	Qua tiết học có sử dụng TBDH, GV có thể kiểm tra, đánh giá khả năng tiếp thu kiến thức của HS	8	26.7	18	60	4	13.3

Source: *Data of Education and Training Division of Dien Bien District, Dien Bien Province, academic year 2017 - 2018*

Summarizing the opinions of the administrators and teachers about the effective use of teaching equipment, the author commented as follows: The situation of vegetarianism and vegetarianism is still popular, teachers are still familiar with the old way, going to class mainly for presentations. , lecturers,

readers, students copy, teachers listen and listen. Teachers are still hesitant to use teaching equipment, they think that using teaching equipment takes time, effort to prepare, time to use teaching equipment for teaching and students practice more. The teaching equipment is only used effectively in lectures, competitions in the inspections of the superiors and schools. There are also teachers who use teaching equipment but the effectiveness is not high, some teachers only use teaching equipment in the form of illustrations and performances, teachers just give it as an introduction to teaching equipment, but have not exploited the content of knowledge and help. Students really participate in the cognitive process through observation and practice on teaching equipment. There are teachers who do not know how to use teaching equipment appropriately, putting teaching equipment on the table or hanging on the board from the beginning to the end of the lesson, making students disperse thoughts, not paying attention to the lesson content. Using such teaching equipment not only does not bring into play the effectiveness of teaching equipment, does not promote the ability to think independently, creatively, voluntarily, actively activities of students but also reduce pedagogical effectiveness of teaching aids, reducing the quality of educational hours.

### **5. Reality of management and use of teaching equipment in lower secondary schools in Dien Bien district, Dien Bien province in accordance with the orientation of developing practical capacity of students**

Current situation and causes of the use of teaching equipment have generalized the basic characteristics of the management of the use of teaching equipment in secondary schools in Dien Bien district today. Through surveying the actual situation of managing the use of teaching equipment at 15 lower secondary schools mentioned in the topic, surveying schools in the district, the author has some additional comments as follows:

Principals of schools have paid attention to checking the use of teaching equipment through attending class visits, through monitoring books for borrowing and returning equipment.

However, the management of the use of teaching equipment in many schools has not been given adequate attention: the subject classrooms are lacking, the rooms are cramped, the equipment is unscientific; equipment is not well preserved, leading to damage, poor quality and accuracy, reducing use efficiency, not ensuring features, effects ...

In the process of studying at pedagogical schools, teachers are not fully equipped to use the teaching equipment, so they are afraid of accessing

new and expensive teaching aids, but training on using teaching equipment for teachers is not good, leading to limited use of teaching equipment for teachers, not really fully exploiting the features of equipment and experiments in innovating teaching methods. There is already a faculty section in schools that exploit and know how to use modern teaching equipment (computers, multifunction projectors, smart boards, software for teaching subjects ...) but this has not been done yet. be deployed and replicated within specialized groups and in each school.

The use of teaching equipment requires a lot of time, the “vegetarian” teaching has almost become a tradition, a path that is difficult to break, teachers are afraid to use teaching equipment when attending classes, but the managers are less interested in the finding of the reason, the psychology of teachers so the teaching equipment has not been used properly with its role and function. On the other hand, the use of teaching equipment is currently only mobile, not using nor affecting teachers’ evaluation and student’s learning results. Many administrators have not set out strong measures in professional activities to force teachers to actively use teaching equipment.

Not paying attention to statistics on which teachers often borrow teaching equipment, which teachers do not borrow, not often pay attention to remind and encourage teachers to use teaching aids in the teaching process. Some schools have not put the exploitation and use of teaching equipment into emulation criteria to evaluate teachers.

In the preliminary and final reviews of the school year, the units did not pay attention to assess the situation of the management, use and storage of teaching equipment, thereby encouraging and rewarding staff and teachers who are active in preserving and effective use of teaching equipment, and at the same time suitable solutions for teachers who have not done this work well.

### **6. Analyze the situation of management and use of teaching equipment in lower secondary schools in Dien Bien district, Dien Bien province in the direction of developing students’ practical competencies**

Through practical research on the measures to manage the equipment, storage and use of teaching equipment in junior high schools, the author has generalized the strengths and weaknesses in the management process of secondary schools. .

#### **6.1. Strengths**

Most administrators, teachers are aware of the importance of teaching equipment in the teaching process, is a necessary means to contribute to improving the quality of teaching, the sense of

responsibility of the staff of teachers is increasingly changing.

The administrators of the schools all have a common plan in accordance with the actual situation of the school, have a right and timely decision in the procurement; using and preserving equipment is quite reasonably scientific. The current teaching equipment at junior secondary schools is relatively equipped with the minimum requirements of the Ministry of Education and Training. The management of pedagogical equipment has been paid attention, step by step into a routine operation, initially achieving a certain number of results. Many schools have established operation regulations in the use and maintenance of teaching equipment, apply fairly uniform management measures and have promoted the effect of teaching and learning activities in each school.

Attaching importance to assigning teachers who are capable, enthusiastic, able to participate in the work of teaching and learning activities and libraries. In general, teachers are conscious of using and preserving teaching equipment to improve the quality of teaching; some proactive and creative staff in the process of using teaching equipment; do some simple and cheap teaching aids suitable for each class according to economic conditions and materials available in the locality.

The Principal has promoted the role of the manager, attending hours, visiting classes, giving comments, maintaining the inspection and examination regime to assess the use of equipment and devices.

### **6.2. Drawbacks**

Staff in charge of laboratory equipment are mainly part-time, training and retraining of teachers in charge of libraries and equipment has not been given adequate attention, the training of teachers using and preserving teaching equipment has not been regular, no effective measures to improve the effectiveness of teaching equipment, not organized for teachers to visit to learn experience of exploiting, using and preserving teaching equipment at other schools.

Most of the schools have not developed long-term plans, have not paid attention to investment in buying and buying teaching equipment (especially teaching aids with information technology application, subject teaching software ...). The management of the teaching equipment has not been in depth, has not had regular checking measures, there is still a phenomenon of vegetarian teaching. The use of teaching equipment has not really become a norm, so it has not promoted its effect in renovating teaching methods.

The management and use of equipment are only interested in quantity without paying attention to

the quality of use and preservation. The inspection of the Department of Education and Training on the management, use and preservation of equipment and equipment is not regular, the efficiency is not high.

Classrooms for subjects are still inadequate, equipment rooms, and laboratories have not met the requirements. The equipment for preserving the equipment and equipment is incomplete and incomplete: warehouses, rooms, prices, cabinets...

### **6.3. The main reasons why the management and use of teaching equipment in some lower secondary schools in Dien Bien district, Dien Bien province have not been highly effective.**

A problem raised is how to further improve the effectiveness of using teaching equipment in the direction of developing students' practical competencies in schools today. Through surveys and surveys, some schools use the equipment that are not effective because:

The level of using teaching equipment of teachers is low because the training of teachers to use teaching equipment is not methodical, in depth and often.

The instruction manual for using the test kits (some subjects such as Physics, Chemistry, Biology, Technology... the instruction manual for using teaching equipment are very important) are provided fully along with the Ministry of teaching equipment, but actual inspection shows that many units have not studied well, so they do not know the method of use.

Some administrators in some schools are not really interested in directing the effective use of teaching equipment, so there is no reasonable decision in the direction.

The rate of students / class is quite high, the facilities, schools, classrooms are lacking, not up to the standard, the tables and chairs are not properly and cramped ... that also makes it difficult for teachers and students to implement experiments according to group and individual.

The teachers are in charge of instructing experiments, the staff of laboratory assistants is almost none, the existing number has not been systematically trained and trained on theories of teaching and learning skills in the past. teaching process. The part-time staff in charge of using teaching equipment do not have professional qualifications in teaching equipment, difficulties in helping the Principal have timely information on the management of teaching equipment, in helping teachers use and preserve the equipment.

Application of information technology in teaching is an important task in the current period. With a sharp tool that is modern teaching equipment

(teaching equipment with information technology application) the teacher is the one who directs, directs and guides the positive teaching process for students in junior high schools, and the students can actively improve the process. awareness, thought process. In order to innovate teaching method, it is necessary to have comprehensive conditions for teaching equipment and teachers need to be capable of using teaching equipment and applying information technology. Meanwhile, many teachers at junior high schools are still weak in using computers, multi-purpose projectors, and teaching equipment with other information technology applications; The design and use of active teaching lesson plans with the application of information and communication technology and active teaching and learning plans of electromagnetic teaching (electronic lesson plans) are few and of low quality; There are many teachers still misconception is to treat electronic slide show as electronic lesson plan! Teachers who exploit materials on the Internet are mainly typing lesson plans and some other simple documents ... Some teachers still do not fully understand the features of teaching aids; Many teachers are afraid of not actively researching and using research, so they are afraid to use teaching equipment. Especially, technical manipulations while using teaching aids for pedagogical purposes are not much noticed by teachers. Many secondary schools overlooked the use of teaching equipment for subjects with little equipment (Literature, History, Geography, Mathematics ...) ... that managers have not had an effective solution to overcome this situation. Moreover, there has not been a standard for teaching lessons that use teaching equipment and applying information and communication technology in secondary schools.

#### ***6.4. Analyze the cause of the situation of managing the use of teaching equipment in lower secondary schools in Dien Bien district, Dien Bien province in the direction of developing students' practical competencies***

The pedagogical work of secondary schools in Dien Bien district, Dien Bien province still has some shortcomings and limitations as above can be said partly due to objective conditions but largely due to subjective reasons from the school. and managers.

Objective and subjective reasons can be mentioned as follows:

##### ***6.4.1. Objective reasons***

In order to meet the requirements of the current education cause, our State needs a huge budget to invest, but it cannot have enough funding to equip the equipment and devices in the country at the same time. The year mainly depends on the state budget, so it is difficult to mobilize social resources

for purchasing equipment and equipment.

Funds for investment in equipment and equipment for schools are limited, but the supply is often slow, lacking in quantity, quality is not high, not synchronized. Education managers awareness is not really full, not appreciate the use of teaching equipment of teachers, not determined and directing the school to effectively use the teaching equipment; has regularly organized contests for making and using equipment for teaching equipment but the results are not high, teachers do not see the effects and effectiveness of teaching equipment. Not yet organized for teachers in charge of laboratory equipment, library to visit practically the units doing well the work of teaching and learning.

##### ***6.4.2. Subjective reasons***

District Division of Education and Training and secondary schools do not have a strategic plan on equipment, storage and use of equipment. Due to the lack of funding conditions and the lack of facilities for schools, equipment and devices are still patchy, modern equipment such as computers, multifunction projectors, smart boards, subject teaching software. ... not enough to use, or not conditional on regular use.

An important and major reason is that teachers and administrators are not fully aware of the position, role and importance of teaching equipment in the teaching process. Thinking and teaching habits of vegetarianism, security, and innovation seem to be deeply embedded in many staff so it is very common for teachers to hesitate to use teaching equipment when attending class, teachers have little contact with modern teaching equipment and technology. Advanced to use in teaching process so use efficiency is not high.

Due to these objective and subjective reasons, the effectiveness of using teaching equipment under the orientation of developing practical capacity of students in secondary schools in Dien Bien district, Dien Bien province is not high, requiring renovation of governance management of teaching equipment with effective measures to improve the efficiency of using teaching equipment and make an important contribution to improving the quality of education.

## **7. Conclusion**

From the results of serious and scientific surveys, checking the management of pedagogical equipment at lower secondary schools of Dien Bien district, Dien Bien province shows that most of the schools do not have plans to equip, preserve and use long-term equipment use, not paying attention to buying and buying equipment, especially modern equipment. Teachers in some subjects and students use teaching equipment are not good, not often. The management and use of teaching equipment in the classroom only care about quantity but not

pay attention to the quality of use; not paying attention to raising awareness for teachers about the management and use of teaching equipment. The current equipment and additional purchases are not quality assurance. Self-created teaching equipment is negligible, the value of use is not high, so it has not met the most effective needs for teaching in the current period. The number of subject classrooms, practice rooms, laboratories, equipment storage is insufficient, the system of price cabinets is not guaranteed in both quantity and quality; Multi-function projectors, computers and some devices are of high value and not uniform among schools. The rate of computers calculated by students is still low. The area of some schools is still small, the schools do not have multi-purpose gyms. With the number of current teaching equipment that can not meet the needs of all junior high school teachers in the course of teaching, the status of vegetarianism still exists, the quality of effective lessons is not high. The school had books to monitor and borrow and pay equipment, but the staff in charge of library equipment did not pay attention to the phenomenon of loss and waste. Management officials have not strengthened checking and evaluating the quantity of quality and the use of teaching equipment.

Managing equipment, using and preserving equipment has not been effective because of some

main reasons as follows:

Awareness of managers, teachers, officers in charge of laboratory equipment and students is not right about teaching equipment and using teaching equipment.

Experimental staff lacking in quantity and skills.

The understanding and skills of using pedagogical equipments of teachers and students are limited.

School materials asynchronous did not meet the requirements.

Mechanisms and regulations on the use of teaching equipment are not clear

In order to meet the requirements, to improve the quality of education to promote the cause of education and training of lower secondary schools in Dien Bien district, Dien Bien province, it is necessary to have measures to overcome these limitations. Above is the practical basis summarized through the actual investigation results, data collection and processing. Based on this theoretical and practical basis, we will have a more general view in developing measures to improve the effectiveness of using teaching equipment under the orientation of developing students' practical competencies. at secondary schools in Điện Biên district, Điện Biên province in the current period.

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# THỰC TRẠNG QUẢN LÝ SỬ DỤNG THIẾT BỊ DẠY HỌC THEO HƯỚNG PHÁT TRIỂN NĂNG LỰC HỌC SINH Ở CÁC TRƯỜNG TRUNG HỌC CƠ SỞ HUYỆN ĐIỆN BIÊN TỈNH ĐIỆN BIÊN TRONG GIAI ĐOẠN HIỆN NAY

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## Tóm tắt:

Thời gian qua, quản lý việc trang bị, bảo quản, sử dụng thiết bị dạy học ở các trường trung học cơ sở của huyện Điện Biên, tỉnh Điện Biên đã được quan tâm hơn, góp phần quan trọng trong việc giữ vững, nâng cao chất lượng giáo dục của huyện. Hàng năm các trường đều đã được cấp kinh phí và đã có kế hoạch để trang bị bổ sung thiết bị dạy học. Hầu hết các trường đã có cán bộ chuyên trách phụ trách thiết bị dạy học; có phòng chứa thiết bị, hệ thống tủ giá dần được bổ sung; phòng thí nghiệm, phòng học bộ môn ngày càng được xây dựng nhiều; có hệ thống hồ sơ sổ quản lý thiết bị dạy học được thiết lập; công tác kiểm kê thanh lọc thiết bị dạy học định kỳ cũng được quan tâm. Phong trào đổi mới phương pháp dạy học làm cho cán bộ quản lý giáo dục, giáo viên quan tâm hơn đến việc sử dụng hiệu quả thiết bị dạy học. Các biện pháp quản lý có tác động tích cực làm cho nhiều tiết học giáo viên đã sử dụng thiết bị dạy học như một phần không thể thiếu của tiết học giúp chất lượng các tiết học ngày càng được nâng cao đáp ứng yêu cầu của đổi mới phương pháp dạy học. Cán bộ quản lý giáo dục, giáo viên, nhân viên phụ trách thiết bị dạy học ngày càng nghiêm túc hơn trong quản lý thiết bị dạy học. Tuy vậy, thực tế hoạt động quản lý thiết bị dạy học vẫn bộc lộ nhiều hạn chế: Công tác quản lý thiết bị dạy học ở các trường còn mang tính hành chính, chưa hiệu quả. Việc trang bị chưa có kế hoạch tổng thể và chi tiết; việc mua sắm thiết bị dạy học chưa đảm bảo về số lượng, thiếu đồng bộ (có loại thừa, có loại thiếu), chất lượng hạn chế (độ bền, độ chính xác chưa đảm bảo, có loại mới mua đã không sử dụng được); công tác bảo quản còn nhiều bất cập; thiếu cán bộ chuyên trách; thiếu kho chứa hoặc kho chưa đủ diện tích; thiếu hệ thống tủ, giá, phòng thí nghiệm, phòng học bộ môn; đặc biệt quản lý việc sử dụng thiết bị dạy học chưa chặt chẽ; nhiều nơi giáo viên chưa chú ý sử dụng, sử dụng không hiệu quả. Tình trạng “dạy chay” còn phổ biến, thiết bị dạy học được sử dụng còn mang tính phong trào, phần lớn chỉ được sử dụng trong các trường hợp đặc biệt như: Hội thi giáo viên dạy giỏi, hội giảng hoặc khi có đoàn kiểm tra; còn không ít trường hợp lạm dụng công nghệ thông tin trong dạy học. Việc quản lý sử dụng hiệu quả thiết bị dạy học theo định hướng phát triển năng lực học sinh còn chưa nhiều. Việc quản lý sử dụng thiết bị dạy học theo định hướng phát triển năng lực học sinh trong xu thế Cách mạng Công nghiệp 4.0 hiện nay đang là một vấn đề được nhiều nhà quản lý giáo dục hết sức quan tâm.

Như vậy nhiệm vụ khảo sát thực trạng quản lý sử dụng hiệu quả thiết bị dạy học, tìm ra được những nguyên nhân chủ quan và khách quan để có thể đề xuất những biện pháp quản lý sử dụng hiệu quả thiết bị dạy học theo hướng phát triển năng lực thực hành của học sinh, góp phần nâng cao chất lượng dạy học tại các trường trung học cơ sở của huyện Điện Biên, tỉnh Điện Biên là một nhiệm vụ rất quan trọng và cần thiết hiện nay

## Từ khóa:

Thiết bị dạy học; Quản lý sử dụng thiết bị dạy học; Phát triển năng lực của học sinh; Trường trung học cơ sở; Huyện Điện Biên, tỉnh Điện Biên.