THE MANAGEMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY APPLICATION IN TEACHING METHOD INNOVATION IN LOWER SECONDARY SCHOOLS IN BAC NINH CITY, BAC NINH PROVINCE MEETS THE REQUIREMENTS OF THE OVERALL GENERAL EDUCATION PROGRAM
SITUATION AND ISSUES POSED

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Innovating teaching methods to meet the requirements of the overall general education program 2018 is an objective inevitable. Managing the application of information and communication technologies (ICTs) in teaching method innovation to meet the requirements of the overall general education program in the current period is the right direction of the lower secondary schools. The author of the article has surveyed 10 lower secondary schools of Bac Ninh city, Bac Ninh province on the current situation of information and communication technology application management in innovation of teaching methods to meet requirements of the overall general education program 2018, the author has assessed the strengths and weaknesses to have positive solutions in the coming time.

Keywords: Management of information and communication technology application; Innovating teaching methods; Lower secondary schools; Bac Ninh City, Bac Ninh Province; Overall general education program.

1. Introduction

Nowadays, information technology deeply affects all activities of social life in all countries. In order to absorb such a huge and increasing amount of knowledge in a short time studying in schools, the urgent problem facing schools today is to equip with basic knowledge, mechanical skills. develop students' competencies and at the same time teach learners how to learn, giving them the ability, habits and passion for lifelong learning. Therefore, the innovation of teaching content and teaching method in the direction of modernization and technology is inevitable. Currently, in the world as well as in Vietnam, teaching method innovation is taking place very strongly following three main trends: activeization, individualization and technology to contribute to improving the quality of teaching and learning. In all three of these trends, good application of information and communication technology is required.

The application of information and communication technology has been considered by the Government and the Education and Training sector as an important breakthrough in renewing teaching methods and improving the quality of education.

Recognizing the importance of applying information and communication technology to contribute to the innovation of teaching methods, schools in Bac Ninh city have taken many measures to promote the application of information technology. information and communication in teaching, management and initially achieved some results. As of the 2019-2020 school year, all middle schools in Bac Ninh city are equipped with computer rooms, multi-purpose projectors for the use of students and teachers of the school, 100 % of schools have Website used effectively in management. However, the effectiveness of information and communication technology application in teaching method innovation is also limited.

There are many reasons leading to this situation, including the causes of management: Some managers have insufficient awareness of the application of information and communication technology in teaching or Due to the limited information technology level, it is not possible to guide teachers to fully realize the role and meaning of applying information and communication technology in innovating

teaching methods as well as proper awareness. about the nature of the active teaching lesson plan with the application of information and communication technology and the electronic active teaching lesson plan. Many teachers have not mastered the basic computer knowledge and skills; Some teachers also abused information and communication technology in teaching and considered electronic presentations as electronic lesson plans. In addition, the investment in purchasing modern information and communication technologies, building infrastructure for the application of information technology and communication in teaching remains weak. New schools' computer labs are used to teach informatics as a subject, while the use of computer labs, computer networks, and teaching software to create a multimedia teaching environment, teachers and students can use behave appropriately in a digital environment; is not yet given adequate attention… Teachers are ineffective in using and managing information technology and communication media; Students collaborate in a digital environment and students solve problems with limited information and communication technology support; Application of information technology and communication in learning and self-study is not high ...

For the above reasons, the author chose to study the topic: "Management of information and communication technology application in teaching method innovation in lower secondary schools in Bac Ninh city, Bac Ninh province meet the demand for overall general education program 2018. The current situation and problems".

2. Method of research

2.1. Group of theoretical research methods

- Study on education law, Party and State documents on education and training development orientation and development orientation of information and communication technology application in teaching method innovation.

- Study documents of the Ministry of Education and Training, Bac Ninh Department of Education and Training related to teaching equipment, innovation of teaching methods, application of information and communication technology in innovation. teaching methods.

- Study scientific documents related to the research problem.

2.2. Group of practical research methods

- Method of investigation by questionnaires: Through referendums, understanding perceptions and aspirations of administrators, teachers and students to collect information about the current situation of technology application management. information and communication in teaching method innovation in lower secondary schools.

- Expert method: Collect opinions of experts in the field of information and communication technology application management in teaching method innovation.

- Supporting methods: Directly attending a number of teaching hours with the application of information and communication technology in renewing teaching methods; conducting interviews with students, teachers and administrators; draw comments on the management of information and communication technology application in teaching method innovation in lower secondary schools.

2.3. Other support methods

Using mathematical statistical methods in the processing of survey data

3. Overview of the research problem

3.1. Foreign

The world economy is entering the knowledge economy stage. Therefore, the effective improvement of the quality of education and training will be the vital and decisive factor for the existence and development of each country. The application of new technologies in education, including information and communication technology, is one of the solutions to improve the quality of education. This poses a problem for educational managers: How to promote the application of information technology and communication in teaching activities? Therefore, the problem of researching management measures to promote the application of information and communication technology in education has really grown widely around the world in general and in Vietnam in particular.

In the world, countries with developed education have focused on the application of information and communication technology such as the United States, Australia, Canada, Japan, Korea, Singapore, ... Information technology and communication are like today, these countries have gone through many national programs on computerization as well as the application of information and communication technology in the fields of science and technology. and in all areas of social life, especially the application to science, technology and education. They consider this as the key issue of the scientific and technical revolution, as the key to building and developing industrialization, modernization of the country, and economic growth to build and develop. develop knowledge economy, integrate with other countries in the region and around the world. Therefore, they have obtained remarkable achievements in the fields of electronics, biology, health, education, ...

French Republic: The first national policy called Plan de Cancul proposed in the mid-1960s under the President of Don Golf.

Japan: Development of a National Program titled: "The plan of an information society - national goals to the year 2000" has been announced since 1972.

The Philippines: The National Information and Communication Technology Plan of the Philippines announced in 1989 defines a common strategy to bring information and communication technology to the country's socio-economic development in the 1990s.

Taiwan: In 1980 Taiwan's informatics policy was announced and the "10-year plan to develop information and communication technology in Taiwan" mentioned the organizational structure of information and communication technology. domestic information and content that the government needs to do to develop information and communication technology, continue to successfully compete in the world market.

Singapore: In 1981 passed a National Computerization Act which defined three duties:

First, to computerize all administrative and government activities.

Second, the coordination in IT education and training.

Third, develop and promote the IT service industry in Singapore. A National Computer Committee was formed to direct that work.

South Korea: Activities on e-government and information and communication technology application are distinguished: Projects involving many ministries, branches and localities are considered e-government projects. using a centralized budget. Information and communication technology application projects are conducted by each ministry, branch or locality using the recurrent expenditure budget or the Information and Communication Technology "Promotion Fund" by the Ministry of Information and Communications. manage. Correspondingly, there are two directing and coordinating bodies: the Computerization Promotion Board and the e-government Special Board under the President's Government Innovation Board. The Computerization Promotion Board is responsible for overseeing and opening up policies, plans and projects to facilitate the promotion of Korea into an advanced information society. This committee is responsible for overseeing the computerization functions, initiating and revising plans for computerization strategies and related implementation plans, and coordinating the development of projects and policies. , development and use of the national information superhighway, proposing measures to manage and operate financial resources, and evaluate the effectiveness of information and communication technology policies and activities. to promote computerization is the Prime Minister, 24 ministers

are members, the Ministry of Information and Communication is standing. The Computerization Promotion Board includes the Computerization Steering Committee including 24 vice ministers; The computerization advisory board includes experts and enterprises. Supporting technical issues, implementation and implementation to the Computerization Promotion Board is the National Computerization Department under the Ministry of Information and Communications. There is also a National Computerization Evaluation Committee. The Special E-Government Division is under the Prime Minister's Reform Board, comprising 18 members, including 5 Deputy Ministers of relevant ministries and many experts, mainly university professors. Standing is the Ministry of the Interior. Support for the Government Innovation Board is the office responsible for the administration. The National Computerization Department is responsible for supporting the implementation of projects to renovate public services and renew the legal framework for e-government; Technical support departments: subcommittee preparing for the meetings of the chief, subcommittee on reform of working style, subcommittee on infrastructure, information and communication technology resources and architecture.

+ Direct, regular and real participation from the highest levels of leaders (president, prime minister, ministers, and deputy ministers).

+ Having a professional organizational apparatus with clear functions and real activities, not only meeting and directing there is no research and preparation like in Vietnam.

+ There are strong professional agencies such as the National Computerization Department to provide technical support and implementation activities. After the steering committees have reached the conclusion, someone will be responsible for implementing and reporting. The technical contents that need guidance, have a carefully prepared professional apparatus. It is noteworthy that the National Computerization Department, although under the Ministry of Information and Communications, still provides technical support to the Ministry of Home Affairs, serving as a bridge for e-government content and information technology application. communication, ensuring system consistency.

+ The in-depth issues are studied and discussed carefully at the sub-committees before summing up to consult the members or discussing at the plenary session (Vietnam PC World, 2008).

Australia: In March 2000, the Council of Ministers endorsed the direction outlined in its "Strategic Structures for the Information Economy" document, which encompasses two overarching goals of school

education. for the information economy:

One is: All students will leave school as reliable, creative, and effective users of new technologies, including information and communication technologies, and these students are also aware of cooperation. the impact of these industries on society.

Second: All schools aim to incorporate information and communication technologies into their systems, to improve students' learning abilities, to bring more learning opportunities for learners. and increase the effectiveness of their business internship " (Ron, 2018).

3.2. Vietnam

In Vietnam, the National Program on Information and Communication Technology (1996 - 2000) and the Project on Information and Communication Technology at Party agencies (2003-2005), issued together with according to Decision 47 of the Secretariat of the Central Party.

The Ministry of Education and Training has paid great attention to the application of information and communication technology in schools through the Special School Year Mission Directive from the 2008-2009 school year which was selected as the school year with the following topics: "The school year of IT application and financial management innovation"...in the following years, the Ministry of Education and Training continues to direct: "Promote the application of information technology in educational management. education, unified state management on the application of information technology and communication in Education - Training ..."

In recent years, the application of information and communication technology in the management and organization of teaching activities has been interested by many scientists. Scientific conferences and seminars on information and communication technology have covered the management of information and communication technology application in education and its applicability to the Education environment and Training in Vietnam such as:

- The scientific seminar "E-Learning Research and Implementation" co-organized by the Institute of Information Technology (VNU Hanoi) and the Faculty of Information Technology (Hanoi University of Technology) organized in early March 2005. The first scientific seminar on information and communication technology application in the education system was held in Vietnam.

- National scientific seminar on information and communication technology: "Technology and management solutions in applying information and communication technology to innovation of teaching methods" by Hanoi Pedagogical University Cabinet coordinated with the Higher

Education project held from 9-10 December 2006. The content of the workshop includes the following main topics:

+ Technology solutions in teaching method innovation (high school, university and higher education): knowledge technology, open source technology, platforms and content creation tools in E-Learning, content exchange standards of lectures, technology in assessment, ...

+ Solutions and strategies for the development of information and communication technology application in teaching method innovation: development strategy, management experience, electronic school organization model, electric teaching model death, ...

+ The results and experience of applying information and communication technology in teaching: building and using teaching software, electronic learning materials, ...

In the seminars, scientists and managers boldly raised the problem of researching important positions, applying and developing information and communication technology, especially solutions to promote to apply information and communication technology in education.

In recent times, there have been a number of Master of Science theses researching on the management of information technology application and communication in teaching at schools in our country have been successfully protected such as:

- The author Tran Thi Dan with the topic: "Some measures to organize the implementation of information and communication technology application in the teaching of the principal of Van Lang Lower Secondary Schools, Viet Tri City, Phu Tho Province" systematized the basic theoretical issues of information and communication technology, applying information and communication technology to teaching and learning in schools; survey the current situation of organizing the implementation of information and communication technology application and the causes of that situation and propose a number of measures to organize the implementation of information and communication technology application in teaching at schools secondary school Van Lang, Viet Tri.

- The author Dao Thi Ninh researches the topic: "Some measures to manage the application of information technology and communication in teaching at high schools in Cau Giay district - Hanoi" studied the problems. theory of information and communication technology application management in education. Understanding the current situation of the management of information technology application in teaching, proposing a number of measures to manage the application of

information technology and communication in teaching by principals of high schools in Cau Giay district, Hanoi.

- The author Nguyen Van Tuan researches the topic: "Some measures to direct the accelerated application of information technology and communication in teaching management in high schools" systematized the the basics of management and direction for the management of information and communication technology application in education. Surveying the current situation and proposing a number of measures to direct the accelerated application of information and communication technology in teaching management at high schools in general.

Through research, the authors have affirmed the meaning of applying information and communication technology to teaching, innovating teaching methods and the important role of management methods. Thereby, the authors also propose a number of recommendations to management levels such as the Education and Training Department, the Department of Education and Training in implementing some management measures of applying information and communication technology to teaching at schools under management scope.

From the above analysis, the author found that managing the application of information and communication technology in teaching method innovation in lower secondary schools is a necessary issue, but only studied under a narrow angle. Currently, the dissertations often focus on research at the upper secondary and primary levels, but the lower secondary level is almost nonexistent and the management of information and communication technology application in innovation of teaching methods at lower secondary schools is not deep. In fact, in Vietnam, the introduction of information and communication technology into the management of school activities in general and in particular teaching activities in particular still has many problems that need further research and settlement. Therefore, the author has gone into depth research on this issue within secondary schools in Bac Ninh city, Bac Ninh province in order to hope to propose some management measures to contribute to improving the efficiency of method innovation. teach in lower secondary schools

4. The status of information and communication technology application management in teaching method innovation in lower secondary schools of Bac Ninh city, Bac Ninh province meets the requirements of the overall high school program

4.1. Managing the construction and use of multimedia classrooms

By the end of the 2018-2019 school year, 10 out of 10 lower secondary schools in Bac Ninh city, Bac Ninh province (surveyed) have built multimedia classrooms. When we surveyed the staff of educational administrators (Principals, Vice Principals) of 10 schools, the following results were obtained: Of a total of 22 educational administrators of 10 lower secondary schools Investigations in Bac Ninh city all find that the construction of multimedia classrooms is really necessary.

4.2. Managing the effective use of teaching software and Internet access

4.2.1. Manage the use of teaching software

Understanding the features of the teaching software for young educational managers is not a problem, but it is very difficult for longtime educational administrators. . All ten principals of ten secondary schools in Bac Ninh city, half of them are long-term managers, so their access to information and communication technology is more difficult than young managers. . And so the real situation of managing the use of teaching software in ten schools is still limited. In the process of the actual survey in ten schools showed that: In total of 22 managers of ten schools, only 9 managers interested in teaching software. From the reality of using teaching software by teachers of ten schools, it also shows that. Among the teachers of the ten schools asked about the interest of managers in the use of their teaching software, the following results were obtained:

- 80% of teachers said that it is not compulsory to use or not to use teaching software.

- 64% of teachers said that they have never been facilitated to take part in training courses to research on teaching software.

4.2.2. The management situation of school facilities in general and teaching equipment in particular

By the school year 2018 - 2019, all schools will have computer labs, but these labs are only used to practice informatics while the use of computer labs, computer networks, and teaching software. Only a few schools can do this to create a multimedia teaching environment (60%). Meanwhile, as we all know, modern technology helps students have the opportunity to be exposed to knowledge through more cognitive channels; For example, through the Internet, students can find materials themselves to serve their subjects. However, compared to the actual needs to create conditions for teachers to actively teach the application of information technology and communication in teaching is not yet fully met.

Out of the ten schools that have multimedia classrooms, none have an electronic library room. Although other teaching facilities are quite fully

equipped, teachers still face many difficulties during teaching hours with information and communication technology application due to having to move to different classrooms.

In addition, most of the schools librarians have not received basic informatics training, and many are just part-time teachers on this task, so their professional qualifications are not enough to meet the needs of teachers. and students.

In the 2018-2019 school year, schools continued to invest in additional teaching equipment, but only equipped with a few computers, Cassette machines, teachers did not have their own computers to study and design teaching lesson plans. actively applying information and communication technology and accessing the network for information searching, data downloading, reference to educational sites, and sample lectures of colleagues nationwide.

In general, modern teaching equipment, especially the number of computers in ten schools is still not much, and has not fully met the needs of schools used in teaching. That has led to the fact that the proportion of teaching hours with information technology and communication technology in schools is still low.

From the above survey results, it shows that the majority of teachers in the ten lower secondary schools in Bac Ninh city, Bac Ninh province have not been used by the management staff of ten schools. care. Meanwhile, if we want to design an active teaching lesson plan with the application of information and communication technology, the use of teaching software to design electronic materials is suitable with some of the content of the teacher. Active teaching projects with the application of information and communication technology are essential. Because schools are still weak at this stage, this is one of the reasons why there are still few teachers preparing active teaching lesson plans with information and communication technology applications.

In the information society, in the context of the industrial revolution 4.0, Internet of Things (IoT), the Internet is an endless repository of professional information and is extremely necessary in the professional activities of teachers. Exploiting Internet resources for teaching is an important skill of teachers in applying information technology and communication in teaching. Therefore, it can be said that the skill of exploiting and using the Internet is one of the most important skills of teachers today. It will help teachers in finding, processing information, communicating with colleagues, students, and much more. Thanks to the Internet, teachers can consult online knowledge anytime, anywhere. The Internet opens a great prospect on the path of self-improvement, giving teachers opportunities to self-study and develop their own professional capacity.

Through the Internet, teachers can also exchange information by email (E-mail). Teachers need to know the basics of receiving, viewing and sending email, and at the same time be aware of and how to work through email: homework, reminders, and answers. Personal questions ...

Through the Internet, teachers also communicate and collaborate professionally with colleagues, with other key partners such as students' parents, educational administrators and relevant social forces. However, the skills of exploiting and using the Internet to serve the renovation of teaching methods as well as solving other jobs of teachers of lower secondary schools in Bac Ninh city, Bac Ninh province are still limited. Most of the Internet access is just for reference but not yet effective. This is an issue that education managers in the area need to pay attention to and propose a reasonable remedy.

4.2.3. Current situation of managing the design and use of active teaching lesson plans with the application of information and communication technology

- The planning work

All schools have based on the guidance documents of the Department of Education and Training of Bac Ninh, the Ministry of Education and Training to plan the implementation of information and communication technology application, as well as the preparation of active teaching lesson plans. information and communication technology, plans to organize training sessions, teaching contests with active teaching syllabus with the application of information and communication technology, propose measures to implement that plan, at the same time, also plans to purchase modern teaching equipment and include the design and use of active teaching lesson plans with the application of information and communication technology into emulation and reward criteria. However, the plan is still at a general level, not really sticking to the actual situation of the pedagogical capacity, the informatics level of the teachers and the general pedagogical facilities, the current teaching equipment. school in particular.

- Implementation

The implementation process of the schools has not been agreed, largely because the guiding documents are still very general, just reinforcing, actively ..., and the documents related to application and management. The application of information and communication technology in teaching has not been fully provided, but most of them are self-collecting and self-researching teachers. At the same time, the process of designing active

teaching lesson plans with how information and communication technology is applied does not yet have specific instructions, making school officials very confused in the implementation. from planning to foster teachers in information and communication technology, purchasing modern teaching equipment, to combining resource coordination.

- Direction work

There are still many problems and shortcomings in the implementation direction, such as the orientation for teachers on the design and effective use of active teaching lesson plan with the application of information and communication technology, there is no specific direction. What is the classroom teaching like? Teach what? How is the article written? Ideas and design like? There is no consistent direction from the education managers, so when organizing training courses on designing active teaching lesson plan with the application of information technology and communication, most of the teachers use Microsoft Office PowerPoint. to design presentations for 45 minutes of teaching hours instead of writing the board, even contests for good teachers, seminars, lectures, ... there are many lesson plans that use the entire lesson as presentations leading to public abuse. information and communication technology in teaching. This situation is also happening due to the limitations of the orientation and organization and direction of the management staff in the design and use of active teaching lesson plan with information and communication technology application.

- Check

Auditing is a very important activity in management. Management staff of schools have set out right from the planning and implementation stage through training sessions, attending hours or contests...However, the adjustment, repairing and shaping the design and use active teaching lesson plan that applies information technology and communication has not been implemented effectively. Because in fact, there are times when we only launch and then plan to organize and deploy, but not yet organize to summarize and draw experience in the implementation process.

* General comment

Managing teachers' lesson plans is one of the important tasks of the school management team. Syllabus is a compulsory record for each teacher in class, checking records, especially teacher lesson plans are carried out regularly. In fact, in the ten secondary schools of Bac Ninh city, the management staff and the leaders of professional groups only care about the number of lesson plans, that is, they only check if the teachers have prepared enough lesson plans according to the prescribed progress. whether or not, but the quality of each

teacher's lesson plan cannot be tested yet. Most of the ten secondary schools in Bac Ninh city do not have a requirement for their teachers to prepare active teaching lesson plan with the application of information and communication technology, so all ten schools have not had a specific plan to implement the design and using active teaching lesson plan with information and communication technology application for teachers. The results obtained when investigating this issue in ten schools were as follows: 100% of the management staff of ten schools said that in order to improve the quality of teaching hours, it is necessary to strictly manage the design and use. But this is a very difficult job for the management team because the number of lesson plans of teachers of each school must be prepared is very large. Out of a total of 22 managers of ten schools, there are 15 managers saying that it is impossible to apply for the entire team of school teachers who prepare lectures with active teaching lesson plan using information and communication technology. Among the teachers of the ten schools surveyed on this issue, there are: 100% of teachers think that the school does not have the guidance on the process of designing and using active teaching lesson plan with information and communication technology applications. From this survey results, it shows that the management of the design and use of active teaching lesson plan with the application of information and communication technology has not been properly concerned by the management team of ten schools.

5. Evaluation of application management status of Information and Communication Technology in teaching method innovation in lower secondary schools of Bac Ninh city, Bac Ninh province

From the above studies on the management of information and communication technology application in teaching method innovation. The author sees the strengths and weaknesses and the following reasons:

5.1. Strengths

The management staff and most teachers of the schools are aware of the importance of applying information and communication technology to teaching and innovating teaching methods. School facilities in general and teaching equipment in particular needed for the application of information technology and communication have been initially invested. Internet connection with ADSL transmission line - an important condition for promoting and improving the quality of information and communication technology application in teaching has been implemented by all ten secondary schools of Bac Ninh city. All schools in the district actively participate in the information technology festival organized by the Department of Education

and Training of Bac Ninh and the Division of Education and Training of Bac Ninh city and have achieved remarkable results.

Computer skills and qualifications of the contingent of staff, teachers, and staff of lower secondary schools, from basic level upwards are 869 people; IT intermediate level or above is 387 people. Regarding the number of schools with IT teachers is 10/10, reaching 100%, the staff in charge of IT with intermediate level in IT or higher is 10/10 reaching 100%.

The application of IT in teaching and learning has also achieved some results such as: the Department of Education and Training has proposed measures to encourage the application of information technology and communication in teaching, building electronic documents system. for teaching. 6/10 schools (60%) already have electronic learning materials library. The percentage of lessons that apply information and communication technology in lower secondary schools is 58%, the rate of teachers using the Internet to serve teaching is 88%, the rate of students using Internets at schools is 45%. Activities to exchange, learn from IT application experience are also focused.

5.2. Weak side

Although some results have been achieved, the management of information and communication technology application in teaching method innovation in 10 secondary schools (surveyed) of Bac Ninh city, Bac Ninh province is still many. limitations and shortcomings:

- Although pedagogical facilities in general and pedagogical equipment in particular to serve the application of information technology and communication in teaching, have been invested in and purchased, but there are still many shortages compared to actual needs in schools: Number of Rooms e-library ... only in 4 out of 10 schools. The exploitation and effective use of school infrastructure, the infrastructure of information and communication technology application is very low, the number of teaching hours using modern teaching devices is still small. The skills to use modern teaching devices are not fluent and fluent.

- The majority of officials and teachers lack knowledge of basic computer skills. The way of exploiting electronic information and documents on the Internet to integrate into active teaching lesson plans with the application of information and communication technology remains limited. The design of active teaching lesson plans with the application of information and communication technology is fragmented, spontaneous, and there is no active management of this content.

- In terms of perception: 100% of managers and teachers are aware of the importance and efficiency of applying information and communication technology in teaching, but in the implementation process, there are still many shortcomings. There are many managers and teachers have abused information technology and communication rather than using it effectively. In recent years, the Ministry of Education and Training has directed the Departments of Education and Training, the Division of Education and Training of localities to actively erase "read and copy" - delete passive teaching methods. But if applying information and communication technology in teaching and following the motto "project - see - see - copy", "show - see - read - copy", use slide show in the whole lesson distract the main content of the lesson. Students fail to record the content of the lecture, the teaching process becomes passive, making the lesson less effective. Thus, with this approach, teachers also make the teaching process more passive than "reading-copy".

- The unanimity and consensus of educational administrators in designing and using active teaching lesson plans with the application of information and communication technology is not high.

5.3. Analysis of objective and subjective causes

The limitations and shortcomings of the management of information and communication technology application in teaching method innovation at secondary schools in Bac Ninh city, Bac Ninh province have both objective and subjective reasons.

5.3.1. Objective reasons

It can be clearly seen: facilitators in general and teaching equipment in particular play a very important role in innovating teaching methods in schools. Especially in order to apply information and communication technology in innovating teaching methods, modern teaching devices play a key role. The school cannot build high school classrooms, can not purchase modern teaching equipment, does not have enough computer rooms, cannot apply information and communication technology in the process of organizing teaching activities. Of course, it is impossible to innovate the teaching method in the direction of technology. Meanwhile, there are 6 secondary schools out of 10 schools studied in the area of Bac Ninh city, Bac Ninh province, which are still lacking in facilitators. Moreover, the application of information and communication technology in innovation of teaching method is relatively difficult and still quite new for the teaching staff of schools. Teachers' life still faces many difficulties. Many teachers have not yet equipped computers to use in lesson plan design.

In addition, to have an hour of teaching with the application of information and communication

technology, teachers must prepare a lot of time and effort right from the lesson plan. Each teacher usually has to compose from 2 to 5 lesson plans / 1 week, even some teachers teach in some subjects such as Math, Literature, and Foreign Language have to compose more. For example, a teacher of Mathematics, if having to teach 2 blocks, has to prepare 8 lesson plans / 1 week. Meanwhile, in addition to preparing lesson plans, teachers also have to do a lot of books in the teacher's file, not to mention the types of thematic lesson plans, after-school activities ...

According to the current regulations, each teacher has to teach 17 periods / 1 week, but in fact teachers of schools often have to teach more than the regulations, because in addition to the regular teaching period, they also teach supplementary periods of the curriculum. 2 sessions / day. At the same time, teaching on behalf of teachers on maternity leave or participating in training courses or seminars can cause teachers of schools to teach extra classes ...

The above objective reasons have a great influence on the application of information and communication technology in innovation of teaching methods in lower secondary schools in Bac Ninh city, Bac Ninh province today.

5.3.2. Subjective reasons

From a management perspective, the management staff of ten lower secondary schools in Bac Ninh city, Bac Ninh province have not really paid close attention to the application of information and communication technology in innovation of teaching methods, have not had a plan. specifically managing this issue, just considering the application of information and communication technology in innovation of teaching method as a movement. The team of management staff before the new requirements still has many shortcomings, has not really been creative, still expects to rely on, the effectiveness in management is not high, due to not actively learning to improving qualifications, capacities, not doing well the democracy work in schools so that suing lawsuits arise, causing internal conflicts, especially there are phenomena of violations of management principles and regulations. gathering and exploiting the strengths of the team of teachers.

6. Discussion

There are still many problems and shortcomings in the implementation direction, such as the orientation for teachers on the design and effective use of active teaching lesson plan with the application of information and communication technology, there is no specific direction. What is the classroom teaching like? Teach what? How is the article written? Ideas and design like? There is no consistent direction from the education managers,

so when organizing training courses on designing active teaching lesson plan with the application of information technology and communication, most of the teachers use Microsoft Office PowerPoint. to design presentations for 45 minutes of teaching hours instead of writing the board, even contests for good teachers, seminars, lectures, ... there are many lesson plans that use the entire lesson as presentations leading to public abuse. information and communication technology in teaching. This situation is also happening due to the limitations of the orientation and organization and direction of the management staff in the design and use of active teaching lesson plan with information and communication technology application.

The survey results of the teaching staff of ten schools show that they are still very confused when applying information and communication technology in innovating teaching methods. The reason is partly due to the limited computer skills of the teachers, but mainly because they do not have the research, research and creativity to find out the good teaching methods, including the application of information and communication technology. Moreover, the majority of teachers at ten schools are young (over 60% of the total teachers of ten schools are from 25 to 30 years old), so they have no teaching experience. The efforts of a number of teachers are still limited, not enthusiastic, drastic, and not meeting the requirements of comprehensive quality improvement; The coordination between the school and other organizations in educating students is not yet effective.

7. Conclusion

Bac Ninh city has a lot of potentials for socio-economic development in general and especially education and training development. However, the quality of education and training of Bac Ninh city in general and the quality of secondary education and training in Bac Ninh city in particular are not commensurate with the potential for development. Therefore, improving the quality of general education, especially lower secondary education to improve the quality of human resources, is a very necessary requirement for Bac Ninh city in the current period. And in order to improve the quality of general education, there must be a breakthrough in the innovation stage of teaching methods.

Reality shows that innovating teaching methods in the current period is an objective indispensable and applying information and communication technology to contribute to innovation of teaching method is the right direction of schools. Meanwhile, from the survey results on the management of information and communication technology application in teaching method innovation in ten secondary schools in Bac Ninh city, it shows the application of information and communication

technology for teaching method innovation in schools is still limited. The Ministry of Education and Training launched the movement "Say no to read and copy", but innovating teaching methods incorrectly, somewhat abusing information technology and communication in teaching at schools, it seems to change the word "read - copy. "To" look - copy "only.

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QUẢN LÝ ỨNG DỤNG CÔNG NGHỆ THÔNG TIN VÀ TRUYỀN THÔNG TRONG ĐỔI MỚI PHƯƠNG PHÁP DẠY HỌC Ở CÁC TRƯỜNG TRUNG HỌC CƠ SỞ THÀNH PHỐ BẮC NINH, TỈNH BẮC NINH ĐÁP ỨNG YÊU CẦU CỦA CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG TỔNG THỂ

THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA

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Tóm tắt

Đổi mới phương pháp dạy học đáp ứng yêu cầu của chương trình giáo dục phổ thông tổng thể 2018 là tất yếu khách quan. Quản lý ứng dụng công nghệ thông tin và truyền thông trong đổi mới phương pháp dạy học đáp ứng yêu cầu của chương trình giáo dục phổ thông tổng thể trong giai đoạn hiện nay đang là hướng đi đúng đắn của các trường trung học cơ sở. Tác giả bài báo đã tiến hành điều tra khảo sát 10 trường trung học cơ sở của thành phố Bắc Ninh, tỉnh Bắc Ninh về thực trạng quản lý ứng dụng công nghệ thông tin và truyền thông trong đổi mới phương pháp dạy học đáp ứng yêu cầu của chương trình giáo dục phổ thông tổng thể 2018, tác giả đã đánh giá mặt mạnh, mạnh yếu để có hướng khắc phục tích cực trong thời gian tới.

Từ khóa

Quản lý ứng dụng công nghệ thông tin và truyền thông; Đổi mới phương pháp dạy học; Trường trung học cơ sở; Thành phố Bắc Ninh, tỉnh Bắc Ninh; Chương trình giáo dục phổ thông tổng thể.