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# Exploiting Influential Factors in Teaching Oriented Towards the Development of Learners' Capacity

Le Khanh Tuan 

Sai Gon University, Ho Chi Minh City, Vietnam

**Abstract.** The article focuses on teaching in the direction of developing learners' competencies through the influence of four factors, namely knowledge, skills, attitudes, and situations. Previous studies have shown that properly exploiting these four factors will contribute to effectively reaching the teaching goals, that is, creating the best capacity for learners. Therefore, this study has selected an approach to the problem of improving teaching quality in the direction of developing learners' capacity. This involved putting the elements of knowledge, skills, attitudes, and teaching situations in the same interactive relationship and to find ways to exploit them most effectively. Using this approach, educational managers should influence the construction of curriculum content (knowledge), create appropriate teaching conditions and environments (situations), establish a mechanism for academic freedom, and relate schooling to life to train learners in skills and attitudes. Teachers can exploit all four factors in the teaching process to improve teaching quality. Using such an approach, a questionnaire was designed to carry out an educational survey with 394 respondents (including 112 graduate students of educational management and 282 pedagogical students living and studying in 41/63 provinces of Vietnam). The survey results affirmed a number of observations and assessments about the current situation of teaching in the direction of developing the learners' capacity in Vietnam. Solutions to improve the effectiveness of these activities are proposed.

**Keywords:** capacity development; exploiting; influential factors; teaching; Vietnam

## 1. Introduction

Currently, the central task of schools in many countries is to transform teaching activities from mainly teaching knowledge to teaching in the direction of developing learners' capacity. In Vietnam, this requirement was initiated by the Ministry of Education and Training (MOET) of Vietnam in 2018 and started to be implemented

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in the New General Education Program in 2020 (Vietnam. MOET, 2018). This article aims to analyze and determine the combined relationship of the most basic factors that are decisive in the development of learners' capacity, thereby proposing solutions to improve the quality and effectiveness of teaching activities towards capacity development.

In fact, the rapid development of knowledge and the demands placed on changing skills, attitudes, and teaching situations were predicted very early by American futurist Alvin Toffler. Toffler (1970) argued that society was undergoing a tremendous structural change, a revolution from an industrial society to a "super-industrial society". This change would be overwhelming for everyone; most social problems would be symptoms of future shock, which included what was termed "information overload". Toffler (1970) also foresaw future schools with temporary classrooms, teaching on special assignments, and students having to gain experience from school before they entered a temporary super-industry. These predictions have strongly influenced the relationship of knowledge, skills, attitudes, and teaching situations.

Subsequently, the issue of student-centered teaching towards the promotion of learners' activeness has attracted the attention of scientists (Delors, 1996; Khalamop, 1987; Thai, 2007). Most notably, from UNESCO's initiation of the four pillars of learning (Delors, 1996), a change occurred in the teaching philosophy in many countries, especially developing ones. The four factors mentioned above that affect teaching activities have been mentioned many times in the discussion of the changes in teaching philosophy. The "knowledge" factor is emphasized in respect of "learning to know", the "skill" factor in "learning to do", the "attitude" factor in "learning to live together", and the "situation" factor in "learning to be".

In 2010, UNESCO's Office of International Education (UNESCO, 2010) developed a training toolkit for curriculum development to support curriculum reform at all levels, aiming to improve learning quality. The toolkit indicated the needs and methods to develop the capacity of administrators and teachers in formulating educational policy at national and regional levels, design curricula, and improve the quality of the teaching staff. In particular, the combination of knowledge, skills, attitudes, and teaching situations were also mentioned in many different aspects, but not much emphasis was placed on their interconnection in the same teaching process.

From the research orientations as mentioned above, the issue of capacity development for learners has been considered in broader scope, in greater depth, and with various approaches. These include innovating objectives, content, and teaching methods (Meier & Nguyen, 2014); comprehensively shifting from teaching for rote learning to teaching for development of students' thinking ability (Vietnam. MOET, 2018); creating and developing a learning environment (Heick, 2020; Starr, 2017; Vietnam. MOET, 2017); focusing on enhancing teachers (Dinh, 2017; Le, 2019; Paniagua & Istance, 2018; Willis, 2021); and adopting approaches to developing

learners' capacity (Bellanca et al., 2019; Hill, 2021; Nguyen, 2021; Tran, 2003; Vietnam Association of Psychological-Education Science, 2015). In the studies cited here, the factors of knowledge, skills, attitudes, and teaching situations were deeply exploited in different aspects of impact, but their impact relationship was not found to develop learners' capacity.

In the article *What is teaching for capacity development?*, Nguyen (2021) examined capacity under the interaction of the three factors of knowledge, skills, and attitudes. Speaking at the Scientific Conference on Teacher Training jointly organized by the MOET of Vietnam and the World Bank in Hanoi, Dinh (2017) took another step forward by putting the development of learners' capacity under the influence of four factors of knowledge, attitudes, skills, and teaching situations. His point of view was recognized and appreciated by many scientists.

Agreeing with the approach of Dinh (2017), in this article, I conduct an overall study of the issue, and use practical research methods to analyze and search for the impact relationship of the four factors of knowledge, skills, attitudes, and situations on teaching effectiveness and capacity development. Starting from such an approach, I propose solutions to improve the quality of teaching in the direction of developing learners' capacity. Surveys and assessments of the actual situation were carried out at a university, but the results can be extended to students in general.

## **2. Literature Review**

### **2.1 Capacity and Teaching Towards Capacity Development**

*Capacity* is understood as "someone's ability to do a particular thing" (Cambridge Dictionary, 2021) or "a characteristic of an individual showing a degree of proficiency, i.e., being able to competently and reliably perform one or more certain types of activities" (Vietnam. NCDCE, 2011). From the point of view of psychologists, capacity is a combination of unique attributes of an individual that is suitable for the requirements of a certain activity, ensuring that the activity will bring good results. Capacity is both the precondition and result of an activity. It is also a condition for a successful activity, and at the same time, it develops in the activity itself. In human activities, the interaction of the three factors of knowledge, skills, and attitudes determines the creation of capacity (Nguyen, 2021).

From the above, *teaching in the direction of developing learners' capacity* can be defined as a teaching activity that emphasizes creation of the ability to perform subject-related activities proficiently and competently for learners. It focuses on the teaching of thinking methods, the training of skills, and anti-rote learning. Furthermore, because teaching is a human activity, from a psychological point of view, the elements of knowledge, skills, attitudes, and teaching situations also have an impact relationship to create capacity for learners.

## 2.2 Research Overview

Since UNESCO initiated the four pillars of learning (Delors, 1996), capacity development-oriented teaching has increasingly developed and followed very specific approaches. In the context that human knowledge grows so quickly that people cannot learn to remember, “learning to know” shifts the teaching focus to the learning of thinking methods, with which learners can acquire more knowledge. “Learning to do” is aimed at practical and skill teaching so that learners can work post-graduation. “Learning to be” requires personalized teaching so that each individual learner can develop well. This is against the stereotypical and model teaching styles, which means that situations are very important. As for “learning to live together”, it is necessary to practice the team player’s skills. For the common goal, learners must have the qualities of a global citizen. From these new UNESCO approaches, many studies have delved into each element of knowledge, skills, attitudes, and teaching situations.

In developing tools to train educational managers and teachers in support of curriculum reform, UNESCO (2010) provided a broadly comparative international perspective with the aim of deepening the comprehensive understanding of the theory and practice in curriculum change. The toolkit included a resource package of eight modules that covered a range of factors and aspects that needed to be considered to improve the quality of curriculum development processes and products in schools. The toolkit comprised specific requirements set for teachers and teacher trainers. These were: understanding their roles in the change when the curriculum changed; understanding the goals and standards of the national curriculum; mastering pedagogical topics and skills; having a positive attitude towards change; breaking isolation and developing teamwork; and regularly participating in professional learning and personal development. This UNESCO research strongly promoted the development of teachers towards innovative teaching methods. In the study, considerable attention was paid to the basic factors contributing to learners’ capacity, namely knowledge, skills, attitudes, and teaching situations.

After a long process, many studies have gone into depth to consider the impact of each element of knowledge, skills, attitudes, and situations on teaching activities. Most authors have believed that these are the core factors that govern the outputs of the teaching process, especially capacity development for learners. The following are some outstanding studies:

- 1) *Regarding knowledge*: In the paper *What is teaching for capacity development?*, Nguyen (2021) argued that teaching content (knowledge) should be selected in such way that it is just enough to achieve the output capacity goals. It should also focus on practical skills and apply them to practice. In addition, the content of the curriculum should be open, creating conditions for teachers and learners to easily update knowledge. In the current requirements for teaching innovation, many studies have also confirmed that knowledge should be considered to teach thinking methods. The teaching content therefore needs to be streamlined to the

most compact level to save time for teachers to implement their teaching methods. This means that it is necessary to change the perspective in developing the content of the curriculum (Le, 2019; Meier & Nguyen, 2014; Thai, 2007; Tran, 2003; Vietnam Association of Psychological-Education Science, 2015; Vietnam. MOET, 2017, 2018). According to Singh (1991), the curriculum needs to be built to be integrative in the sense of combination; that is, knowledge must be appropriately integrated and incorporated into subjects.

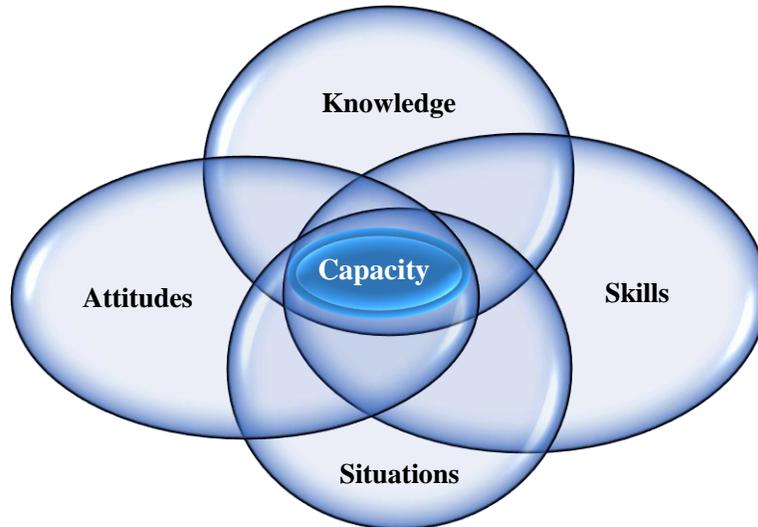
- 2) *Regarding skills development:* Bellanca et al. (2019) in the book *How to teach thinking skills* offered a step-by-step approach to teaching and practicing thinking skills. The book is full of examples at the elementary, middle, and high school levels. Willis (2021) suggested five steps that can be used to develop students' skills for future challenges. These are to: teach collaboration as a value and skill; develop skills based on assessment and analysis; teach stamina and resilience; orient students through their strengths; and use learning situations outside of the classroom. Furthermore, Hill (2021) pointed out three keys to develop personal learning capacity. The first key is to understand students' cognitive strengths and weaknesses and use strategies based on targeted evidence to support learning. The second is to train students' cognitive skills in an aggregated and integrated way. The use of this key emphasizes the involvement of technology in teaching. The third key is to cultivate a growth mindset with experiential situations and training of thinking. The studies mentioned here have also confirmed that teaching and skills training need to be emphasized to build learner capacity. In an experiment, Gul (2014) came to the conclusion that students learned the skill more rapidly when they are allowed to use their initiative and judgment in a mutual practice technique of skills development.
  
- 3) *Regarding attitude:* Heick (2020) argued that when the focus is on the teaching content rather than the teaching of the child, the child will be lost. In an attempt towards improvement, he sought to innovate methods, creating pressure for learners to be more active and proactive. Heick (2020) listed 10 characteristics of a positive teaching environment. These are: students ask good questions; questions are valued more than answers; ideas come from diverse sources; multiple learning models are used; classroom learning flows into a connected community; learning is personalized; assessments are ongoing, authentic, transparent, and non-punitive; success criteria are set in a balanced and transparent way; learning habits are modeled continuously, such as "A monkey can also see and follow"; and students regularly have hands-on opportunities to approach the levels of Bloom's Taxonomy of Cognitive Development. Thus, despite the emphasis on thinking, Heick (2020) attached great importance to the link between thinking and knowledge, attitudes, and teaching situations. A key finding of Wulf-Andersen's (2022) case study of learners was that students with problems often encounter the attitude that they are not "proper" students or "suitable" for university. Psychosocial problems seem to be understood as

antithetical to the prevalent, culturally normative ideas of the “good student”, producing a range of (extra) problems for students.

- 4) *Regarding teaching situations:* Paniagua and Istance (2018) mentioned the requirement that teachers need to be the designer of the learning situation/environment. They saw this as an innovative pedagogy used in classrooms around the world, setting the stage for educators and policymakers to innovate teaching by viewing what was currently happening in schools as potential seeds for change. Howard Miler, a professor at Lincoln College of Education, pointed out 12 steps that every teacher must do at the beginning of the school year to build a learning environment/situation (Starr, 2017). The teacher must establish a plan in writing and ensure its implementation; be steadfast, steadfast, and steadfast; be patient with themselves and with students; and call on schools and parents to be allies. In addition, the teacher must not talk too much, but mainly instruct the task, then let the students do the work; divide class time into activities to create excitement; provide directions for learning activities and summarize at the end of each activity; and not take attendance by name, as it will take a long time, but instead use the seating chart to check attendance while students are working. Lastly, the teacher must maintain that all students participate in classroom learning; remind and discipline students who are disorderly and are busy with their own affairs; maintain a sense of humor and association; and know how to require the coordination of each student in the timeliest manner. Rudhumbu (2022) proved that institutional practices, lecturers, parents, peers, learning content and artifacts, as well as the classroom environment have a significant influence on university students. Thus, the teaching situation is very important, which is a factor that strongly impacts the learner capacity development that every teacher must focus on.

From international scientific quintessence, in Vietnam, the new General Education Program (starting from the academic year 2020–2021) was built towards the development of student quality and capacity. The program aimed to create a learning and training environment to help students develop in harmony in physical and mental terms; become active and confident learners; and know how to apply active learning methods to perfect their foundational knowledge and skills, conscious career choice and lifelong learning. The program also aimed to help students gain the necessary good qualities and abilities to become responsible citizens and cultured, industrious, and creative workers who meet the needs of personal development and the requirements of national development and protection in the era of globalization and Industry 4.0 (Vietnam. MOET, 2018). At the scientific conference organized by the MOET of Vietnam in collaboration with the World Bank, scientists strongly agreed with the view that capacity is created from the interactive combination of four factors in the teaching process, namely knowledge, skills, attitudes, and situations (Dinh, 2017). These factors can be considered as component elements of capacity, while also being factors that create capacity for learners. In order to teach in the direction of developing learners’ capacity, it is necessary to organize and activate the

dynamism of each element. The core point is the intersection of all four elements. Figure 1 presents the idea of approaching teaching in the direction of developing learners' capacity through these factors.



**Figure 1: Factors that influence teaching activities towards learner capacity development**

From the perspective discussed above, in the remainder of the article, I will seek answers to the following questions surrounding the four elements of teaching (knowledge, attitudes, skills, situations):

- 1) When coordinated in teaching to develop learners' capacity, in what position and role should each element of teaching be placed?
- 2) What is the actual situation of teaching activities in the direction of developing learners' capacity?
- 3) What is the solution for effective teaching in the direction of developing learners' capacity?

### **3. Methodology**

This study used theoretical research methods to gain an overview of the research problem, and analyzed research results to draw conclusions about the influence of knowledge, skills, attitudes, and situations on teaching activities in the direction of developing learners' capacity. In addition to this and the selected research approaches, educational investigation methods and statistical-mathematical methods were adopted to investigate, collect, and process data to answer the research questions and evaluate and offer solutions to improve the actual situation.

The survey questionnaire was designed to include 24 questions spread over 4 groups of problems as follows:

- 1) Position and role of the four elements of knowledge, skills, attitudes, and situations in general perception of teaching theory (four questions). The goal here

was to determine whether or not: knowledge plays the role of raw materials and means to practice thinking methods; skills act as intellectual processing activities to connect knowledge according to a certain logic; teachers and learners' attitudes act as psychological conditions and motivations for applying knowledge and skills to life; and the teaching situation plays the role of a cognitive task.

- 2) Position and role of the four factors of knowledge, skills, attitudes, and teaching situations in Vietnamese schools before the implementation of educational reform (four questions).
- 3) Evaluation of the objectives, content, methods, and results of current teaching in Vietnamese schools (eight questions). These questions related to whether: knowledge is moderate or overwhelming; teaching is practical (just enough knowledge, not crammed; interest not being in achievements or degrees but in ability and actual acquiring of knowledge); teaching is pragmatic (students are only interested in degrees rather than in acquiring knowledge); what the methods are to approach knowledge; the learner's method of thinking is stereotyped; what the inspirations and environment for teachers' creativity are; the learners feel constrained or lack psychological motivation to create; and teaching situations are diverse and relevant to the reality outside of the school grounds.
- 4) The method that should be selected for teaching in the direction of developing learners' capacity (eight questions). The question here related to eight expected solutions, as presented in the following section.

The questionnaire was designed using Google Forms and sent to the respondents. There were 24 closed-ended questions with four options for each answer, ranking from low to high (with the lowest level being 1 point and the highest 4 points). The respondents answered independently and objectively according to their perception and submitted their results on the system. There were 394 respondents with valid answers. The respondents were students studying at university or graduate school, who had previously attended different high schools and universities from different regions. Specifically, 112 respondents were graduate students majoring in educational management of Terms 19 and 20 at Saigon University. They were teachers or school administrators from 33 provinces and cities in South Vietnam. The remaining 282 respondents were sophomore, junior, and senior students at Saigon University in six sub-majors of pedagogy (math, music, English, fine arts, physics, and literature). Before becoming students, they were enrolled in high school programs in 41 provinces/cities of Vietnam.

## 4. Results

### 4.1 Position and Role of Knowledge, Skills, Attitudes, and Teaching Situations

*The first set of questions* probed the respondents' assessment of the role of factors affecting teaching towards development of learners' capacity in terms of theory. The majority of respondents (74.9%) indicated that "knowledge acts as a raw material, a

means and an excuse to train learners' thinking methods (knowledge should be just enough and not overwhelming)". The question of "whether teaching and learning skills act as intellectual processing activities to connect knowledge according to a certain logic (i.e., teaching and learning the approaches to acquiring knowledge)" was rated high by 79.4% of respondents. Similarly, 79.7% of respondents acknowledged that "attitudes of teachers and learners act as psychological conditions and motivations for applying knowledge and skills to life". In addition, 78.4% of the respondents rated "the teaching situation (questions and answers, exercises, project-based teaching, reality-based teaching, etc.)" as an important task of perception. It is encouraging that the theoretical perception of most respondents was good and in line with the requirements for teaching innovation identified in the New General Education Program (Vietnam. MOET, 2018).

*The second set of problems* assessed the actual role of factors affecting teaching towards the development of learners' capacity at school (in the period before 2020). Regarding knowledge, 69.3% of the respondents thought that the knowledge was overwhelming, while 19.3% stated that it was a bit overwhelming, and only 11.4% believed that it was reasonable. As for the role of skills of teachers and students, 65% of respondents said it was not focused, 27.4% considered it as reasonable, and only 7.6% esteemed it good. Regarding the attitude of teachers and students in teaching, 63.7% of the respondents rated it good, 28.9% thought it was average, and 7.4% thought it was not good. With respect to the teaching situation, 53.8% of respondents thought that diversity was inadequate, the school still lacked integration with real life, and there was a lack of experiential activities in teaching. Only 19.8% thought that the teaching situation was good.

A comparison was made between the requirements set out in theory and the actual teaching situation in previous years as indicated from the survey. It was found that it is necessary to reduce the load of *knowledge* in the teaching content to the extent that it is just fundamental and sufficient to teach methods. In addition, the time for training *skills* and *attitudes* of teachers and students should receive more importance and be increased. Lastly, teaching *situations* should be diversified so that there are more experiential activities, bringing real-life experiences into schools. Students can thereby become acquainted with and receive skills and life experience directly at the school. Implementing all these things well will contribute to effective and quality teaching towards the development of learners' capacity. These are suggestions that are worth referring to both for managers and scientists who are developing the content of textbook programs and for teachers who want to innovate their teaching methods.

#### **4.2 Actual Situation of Teaching Activities in the Direction of Developing Learners' Capacity**

Eight questions were raised to elicit respondent opinions on the current situation of teaching activities oriented towards developing learners' capacity at school. These are the issues selected from the above-mentioned approach measured against the current

situation of teaching in the direction of developing learners' capacity in Vietnamese schools. The results of the data analysis are summarized in Table 1. The maximum average score was 4, with the following assessment levels: *disagree* (1–1.75), *slightly agree* (1.76–2.50), *agree* (2.51–3.25), and *strongly agree* (3.26–4).

**Table 1: Respondents' assessment of the current situation of some teaching activities before 2020**

Assessment content	Disagree (%)	Slightly agree (%)	Agree (%)	Strongly agree (%)	Average score
Heavy in memorizing knowledge, little training in thinking methods	13.7	26.2	37.8	22.3	2.69
Teaching in a practical way: Knowledge is just sufficient and not crammed, and emphasis is not placed on achievements or degrees, but instead on actual capacity	9.6	31.7	32.6	26.1	2.75
Teaching in a materialistic way: Pursuing qualifications and achievements where learning is just for the sake of social standing	16.0	34.8	26.4	22.8	2.56
The method of approaching knowledge is still stereotyped in discovering and detecting problems	7.9	28.4	45.9	17.8	2.74
The thinking method is still stereotyped, lacks space for personal creativity, and lacks responsiveness in behavior and approaches when situations change	10.4	32.7	38.6	18.3	2.65
The teacher has inspired and created an environment for creative learning	6.9	31.0	40.5	21.6	2.77
Learners are confined to a common framework with a lack of psychological motivation to create and apply knowledge	12.9	31.0	35.0	21.1	2.64
Lack of diverse teaching situations, only encapsulated in school and away from real life	13.2	32.7	36.1	18.0	2.59

The data from Table 1 show that the respondents had quite an accurate perception of the current teaching situation in Vietnamese schools. After a number of years of initiating innovation, teaching activities in the direction of developing learners' capacity initially had a positive change, but compared to social requirements, it was still low (Vietnam. MOET, 2014). The details from the study results are as follows:

- 1) The most appreciated progress as perceived by respondents was that of the teaching staff, with innovative teaching methods that have “inspired and created an environment for creative learning” for learners, with an average score of 2.77 out of 4, a fair score. This result shows that teachers have a certain satisfaction regarding their skills and attitude in teaching.
- 2) Respondents considered the reduction of the teaching content and the selection of sufficient knowledge as a good change, gradually shifting to a more practical teaching style and better serving the actual needs of learners. The evidence showed that practical teaching was rated higher (2.75) than pragmatic teaching (2.56). However, it should be noted that this result was positively acknowledged at the high school level, while at the university level, many respondents considered the change as slower.
- 3) In terms of factors affecting teaching activities alone, knowledge was still considered overwhelming, teaching was still in the way of rote learning (2.69); and teaching attitude was still under the pressure of the society’s preference for achievements and degrees and the materialistic teaching style still needed more attention for improvement. Furthermore, teaching and learning skills still left something to be desired as the methods were still stereotyped (2.74) and the thinking was still heavily based on models and patterns. In addition, creativity and responsiveness to changes were rated low (2.64); and teaching situations were not diverse and had not really integrated real life into school, and learners had not yet formed life skills and practical experiences (2.59, ranking 7/8).

Various findings surfaced from the results. First, the lesson to be learned is that teaching content should be reduced continuously and there should be a strong switch from teaching for rote learning to teaching thinking methods. In addition, the training of life and work skills for learners should be more intensely innovated, and an environment of academic freedom should be created where learners’ creativity and diverse approaches are respected, which helps them develop their personal qualities and adapt to social changes. In particular, teaching activities at school and real-life practice must be blended and enhanced with experiential activities so that learners possess sufficient knowledge, skills, and experience as soon as they leave school and enter society.

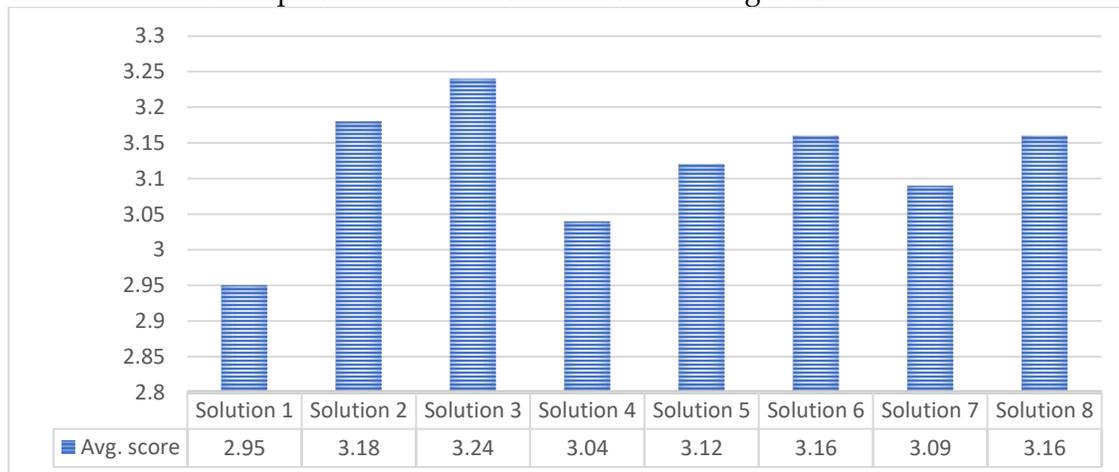
#### **4.3 Solution for Effective Teaching in the Direction of Developing Learners’ Capacity**

From the lessons of the situation, eight solutions were proposed to respondents to effectively exploit the influential factors (knowledge, skills, attitudes, and situations) in order to make the teaching process more positive towards learner capacity development.

- 1) Solution 1: Build the program in the direction of reducing knowledge to a minimum, spend time teaching how to approach problems, and train thinking methods for learners.

- 2) Solution 2: Develop teaching and training of life and thinking skills for learners more strongly and effectively.
- 3) Solution 3: Strengthen school activities to link the learning content with social life, that is, learning to do and solve problems in life.
- 4) Solution 4: Increase teaching situations, especially real-life ones; for example, project-based teaching, role-playing teaching, learning through a real-life task etc.
- 5) Solution 5: Encourage students' creativity, fight stereotypes; implement personalized teaching and encourage academic freedom.
- 6) Solution 6: Add more subjects to teach learners the ability to quickly adapt to life's changes and know how to manage changes.
- 7) Solution 7: Strengthen the teaching of teamwork skills, focusing on the quality of "each member aiming at the common goal and striving to support each other for the collective progress".
- 8) Solution 8: Form and develop the qualities of global citizenship for students, teaching them the necessary qualities and competencies to integrate with the outside world in the context of a deep international integration environment.

The results of the respondents' selections are shown in Figure 2.



**Figure 2: Levels of solution choices by the 394 respondents**

The following findings were drawn from respondents' selection of the eight solutions:

- 1) Solution 3 was chosen by most of the respondents (3.24 out of 4.00, a high score). Most of the respondents wanted to bring school closer to life, which means learners must learn skills and life experience right at school.

- 2) Solution 2 was also required to be implemented at a high level, as was reflected in respondents' choice (3.18). This aspect is also a weakness that needs to be overcome in terms of teaching methods in all traditional assessments.
- 3) Solution 6 and Solution 8 were considered to be equally important, ranked at a fairly high level (3.16) by respondents.
- 4) Solution 1 and Solution 4 were considered less important by respondents (2.95 and 3.04, respectively, an average score). The results are appropriate regarding the actual situation, because when promulgating the New General Education Program, the MOET added experiential activities (organization of different teaching situations) as part of the compulsory teaching contents. In addition, the new textbooks have also been adapted in the direction of reducing the knowledge load to focus on developing learners' capabilities (Vietnam. MOET, 2018). Those solutions have been determined to contribute to improving the teaching situation, hence the respondents considering Solution 1 and Solution 4 to be less important.

Based on the evaluation levels, the eight solutions can all be selected for application. The levels also help to determine the order of priority in the selection, management and implementation of each specific solution. Solutions 3, 2, 6, and 8 need more attention to direct and prioritize resources for implementation. For solutions 5, 7, 4 and 1, it is necessary to inherit and promote the achieved results, while detecting existing difficulties and problems to be overcome.

## 5. Conclusion

From the literature overview, it was found that the four factors of knowledge, skills, attitudes, and situations are, on the one hand, essential components of human capacity. On the other hand, they are factors that directly affect the capacity development of learners in teaching activities. Consistently combining these factors in teaching activities and properly exploiting them will produce quality. It is an approach that educational administrators and teachers can all consider in order to create the elements so that teaching activities oriented towards developing learners' capacity can be optimally effective.

The actual survey results showed that teaching in schools in Vietnam is still heavily reliant on knowledge teaching and that skills training and attitude formation in diverse learning situations have not been properly evaluated. Most of the respondents indicated the need for more positive solutions to innovate teaching activities, in which reducing knowledge and increasing practice hours in real-life situations are the key factors and supposedly need to be deployed promptly. This reflects the desire for a transformation in teaching from content-oriented teaching to

capacity-oriented teaching. The findings of this study can prove useful for educational managers when implementing educational program innovation.

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