INNOVATING ACTIVE TEACHING METHODS IN VOCATIONAL COLLEGES: NECESSITY, DIFFICULTIES AND RECOMMENDATIONS FOR SOLUTIONS

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Abstract

The Ministry of Labour, Invalids and Social Affairs, and the General Department of Vocational Training have issued many documents to implement regulations with the aim of improving the quality of vocational training, in which the issue of teaching innovation of the lecturer. For many years, the issue of teaching innovation has been a concern for the school, many teachers have carefully prepared their lessons to improve the quality of teaching. Many scientific and technical means have been used in teaching, through which images are simulated, schematic diagrams, etc. The presentation made the lectures more lively, creating interest in students' learning, which helped to innovate the traditional teaching methods. Previously, the teacher's role was mainly guided in theory and professional activities, while students listened to and took notes of the teacher's words. The phenomenon of teachers reading to students, and students, writing is common, leading to students, being passive in thinking and acting, not promoting their ability to think independently and creatively, lack of opportunity to express their own ideas and ways of doing things. This is currently being gradually limited and remedied. This study focuses on analyzing the current status of innovation in teaching methods at vocational colleges, the challenges posed, and proposing solutions to improve the quality of teaching at vocational colleges in the future.

Keywords: Innovating teaching methods, vocational colleges, necessity, difficulties, and recommended solutions

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Introduction

Nowadays, most people focus on learning, so the innovation of teaching methods is getting more and more attention. With the orientation of how to make teaching methods approach in many modern directions and thereby help students promote the positive and creative initiative in activities. At the same time creating a basis for learners to update the most standard information and knowledge.

In order for the education and training process to be successful, it is necessary not only to have standard program content but also to have appropriate teaching methods to stimulate the passion for learning in students. Innovating teaching methods at Vocational Colleges is now an urgent requirement to promote students' positivity, initiative, and creativity, contributing to improving the quality and effectiveness of the school's training. with the spirit of the Resolution of the 10th National Congress of the Party: "Innovating the curriculum, content, teaching, and learning methods to improve the quality of teachers and strengthen the school's facilities, promote students' creativity and independent thinking ability

Currently, the credit-based training process is geared towards the maximum development of students' autonomy in learning, independent development, and self-research on the basis of the study plan that students have set out, teaching methods must promote the positivity, independence, and creativity of students. Therefore, innovative teaching methods are a top requirement that every lecturer needs to fulfill, especially the first-year students from all majors in the school who will study subjects in the general stage. All students have chosen a major when taking the entrance exam, and their attitude towards non-specialized general subjects may not be given due attention, which is a problem that will cause difficulties for students. teachers in the course of teaching general subjects.

The 13th Congress (2021) of the Party emphasized: Creating breakthroughs in the fundamental and comprehensive renovation of education and training and continuing to synchronously innovate educational and training objectives, contents, programs, methods and methods towards modernity, international integration, complete human development, and meeting new requirements of the development of the country. socio-economic development,

science, and technology, adapting to the fourth industrial revolution. Pay more attention to moral education, creative capacity, and core values, especially the education of patriotism, pride, and national pride; arouse the aspiration to develop a prosperous and happy country and firmly defend the socialist Vietnamese Fatherland. To combine knowledge, moral, aesthetic, and life skills education with physical education, raising the stature of Vietnamese people.

Therefore, in order for the cause of education and training to develop more and more, it is necessary to always innovate teaching methods of general knowledge subjects in general and specialized subjects in particular in order to improve students' ability to acquire knowledge, train the young generation to have good qualities and morals, ready to devote themselves to the cause of building and defending the socialist Vietnamese Fatherland.

Literature Review

What is the teaching method?

The term method is derived from the Greek word "methodos", which means the way, the way of working to achieve the goal. According to Heghen (from a philosophical perspective): "the method is the consciousness of form of the inner movement of content". This definition contains profound connotations. In the most general sense, the method of filial piety is the way to achieve the goal of activities arranged in a certain order. Methods are closely linked with theory, there are separate methods for each scientific field.

The teaching method is the way to organize the teaching activities of the teacher and the way to organize students' learning activities. In that relationship, the teaching method decides and controls the learning method and the student's learning method. Students are the basis for choosing teaching methods (Dao, 2015; Schwab, 2016). However, learning outcomes are directly determined by students' learning methods.

So, up to now, there is still no specific definition for what is a teaching method. There is a definition that: Teaching method is a way of working between teachers and learners, through which learners can grasp knowledge, skills, and form capacity as well as a worldview (Schwab, 2017).

Besides, there is also the notion that teaching methods are actually forms of combining activities of teachers and learners, the goal is towards one thing to achieve a certain goal.

Of these two views, the first one received a lot of consensuses. But because we don't understand the meaning of the two words "method", it leads to many different methods. So to understand what a teaching method is, it must be distinguished from the concept of teaching method, methodology, and subject learning methods and forms of teaching.

Teaching methods are partial operations in a particular teaching method. For example, to implement the language analysis method, the necessary operations to use our analysis, comparison, synthesis, comparison, etc (Hang & Van, 2020).

Currently, there are many views and definitions given about teaching methods. Here are some typical definitions:

The teaching method is a way of interaction between teachers and students in order to solve the tasks of nurturing, educating, and developing the teaching process (Babanski 1983).

The teaching method is a purposeful system of actions by teachers to organize students' cognitive and practical activities, ensuring students' comprehension of academic content (Lecsne 1981).

The teaching method is a way of interacting between teachers and students to achieve the purpose of teaching. This activity is expressed in the use of cognitive resources, logic tricks, independent forms of student activity, and the teacher's way of controlling cognitive processes (Dverev 1980; FICCI, 2017).

Although there is no unified definition of teaching methods, the authors admit that teaching methods have the following characteristics:

- Teaching methods are oriented towards the achievement of teaching objectives.

- Teaching method is the unity of teaching method and learning method.

- Teaching methods unify teaching and educational functions.

- Teaching method is the unity of the logic of teaching content and the logic of cognitive psychology.

- Teaching methods are present externally and internally.

- Teaching methods are objective and subjective.

- Teaching method is the unity of the way of action and teaching means.

On the basis of these characteristic signs, it can be understood that teaching methods are forms and modes of operation between teachers and learners in order to achieve certain teaching objectives. At the same time, it must be consistent with the content and specific teaching conditions.

Teaching methods have three aspects: (i) the Macro aspect is the point of view on teaching methods; (ii) The intermediate level is a specific teaching method; (iii) The micro level is a teaching technique.

What is an active teaching method?

Active teaching methods are being widely applied in many schools in Vietnam and many countries around the world. This method is highly effective in teaching and learning by promoting creativity, initiative, positivity, etc., in students (Duchiep, et al., 2020).

The active teaching method is a teaching method in which teachers will give suggestive suggestions for students to discuss and come to their own conclusions. This method helps promote creativity, initiative, and positivity in learners (Vuhong, 2022).

This teaching method requires teachers to be highly qualified, knowledgeable, brave, and really dedicated and enthusiastic in their work.

The active teaching method is a teaching method in which the teacher will not make a final conclusion, but instead give suggestions that are suggestive of problems to discuss and find out with students. Final.

This method focuses on using students' creative, proactive, and positive thinking as the foundation and the teacher is just a guide and problem solver.

To be able to apply the active teaching method to teaching requires teachers to have the expertise, deep knowledge, bravery, enthusiasm, and work hard.

What is active teaching innovation?

The innovation of teaching methods requires appropriate conditions in terms of means, facilities and teaching organization, and conditions on organization and management. In addition, teaching methods are subjective. Each teacher with his or her own experience needs to identify his or her own ways to improve teaching methods and personal experience.

One of the basic orientations of educational innovation is to move from an academic education, away from reality, to an education that focuses on forming action capacity, promoting initiative and creativity. created by learners. An important orientation in the innovation of teaching methods in general and the innovation of teaching methods at vocational colleges, in particular, is to promote positivity, self-reliance, and creativity, to develop action and competence. student collaboration. Those are also inevitable trends in the reform of teaching methods in each school.

The Resolution of the 8th Plenum of the Central Committee of the XI session on a fundamental and comprehensive renovation of education and training stated: "Continue to strongly renew teaching and learning methods towards modernity; promote positivity, initiative, creativity and application of knowledge and skills of learners; overcome the one-way imposed transmission, remembering machines. Focusing on teaching how to learn, and how to think, encouraging self-study, and creating a basis for learners to update and renew knowledge, skills, and capacity development. Shift from studying mainly in class to organizing diverse learning forms, paying attention to social activities, extracurricular activities, and scientific research. Promote the application of information and communication technology in teaching and learning". In order to well implement the goal of a fundamental and comprehensive renovation of education and training according to Resolution No. 29-NQ/TW (2013), it is necessary to have a correct awareness of the nature of innovation in teaching methods in the direction of developing learners' capacity and competence some measures to innovate teaching methods in this direction.

Legal Basis

Law on Higher Education No. 08/2012/QH13 dated June 18, 2012, and Law No. 34/2018/QH14 dated November 19, 2018, amending and supplementing a number of articles of the Law on Higher Education; from now on collectively referred to as the Higher Education Law. Hanoi.

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Method Research

Theoretical analysis and synthesis: This method is used to analyze, synthesize, and systematize scientific information collected from documents related to the research problem, viewpoints, and theories on assurance. quality assurance of education and training in the context of educational innovation. From there, draw conclusions related to the research problem. This research method aims to understand theoretical issues related to education and training quality assurance activities in the context of educational innovation to build the theory of the topi and collect Scientific information on the history of education quality assurance research and training in the context of educational innovation.

Collect documents, and documents related to the research problem. Synthesize, analyze, and research textbooks, books, and publications such as theses, theses, topics, and scientific reports related to science on activities of ensuring the quality of education and training created in the context of educational innovation to build a theoretical basis for the research topic. Classification and systematization of related theoretical bases. Based on theory, hypothesize, and orientation for research.

Participants: This study has the participation of 203 people (table 1), who are in the field of state management of education, teachers, and lecturers who are teaching at some institution's education and training.

Table 1. Survey participants

Variables	Characteristic	Frequency (people)	Percent (%)
Gender of surveyed person	Female	111	54.67
	Male	89	45.33
Age of the people	25-30 years old	56	27.58

surveyed	31-40 years old	61	30.06
	41-50 years old	50	24.63
	51-62 years old	36	17.73
Degree of the person being surveyed	Bachelor	71	34.97
	Master	72	35.46
	Doctor	37	18.23
	Associate Professor and Professor	23	11.33
Working years of the surveyed person	Less than 5 years	57	28.08
	5-10 years	64	31.53
	11-20 years	63	31.03
	21-30 years	19	9.36
Working position	Managers	17	8.37
	Lecture	147	72.41
	Staff	39	19.21

(Source of the author's survey. N=203)

Research Result

The need to innovate active teaching methods in vocational colleges

   The Vocational Education Development Strategy for 2021-2030 with a vision to 2045 clearly defines the point of view: Developing vocational education is the most important task in human resource development to take advantage of population opportunities. gold, forming direct human resources of high quality, efficiency, and professional skills, sand serving the country's socio-economic development. To develop vocational education in line with the needs of the labor market in association with decent work, social security, and sustainable and inclusive development; maximize the capacity and qualities of learners; promote entrepreneurship and innovation. In particular, the goal of rapidly developing vocational education is to meet the diverse needs of the labor market, the people, and the increasing requirements for the quantity, structure, and quality of skilled human resources. for the development of the country in each period.

To effectively implement the Vietnam National Qualifications Framework for vocational education qualifications and the national framework of vocational skills; implement mutual recognition of qualifications and vocational skills with countries in the region and the world, especially ASEAN-4 countries and G20 economies. Research and supplement higher levels of vocational education to meet labor market needs and international trends.

Comprehensive education focuses on quality development, gender equality, formation of core skills, soft skills, digital skills, foreign language proficiency, and individualization of learners. Shifting from knowledge and skills assessment to learner capacity assessment, focusing on outputs, not only knowledge, skills, and attitudes but also the ability to apply and apply skills, the capacity is learned to meet the requirements and needs of society and to complete the assigned work successfully. The innovation of teaching methods in the direction of approaching learner capacity, taking learners as the center, as the subject of teaching and learning activities is one of the key

stages that determine the quality of education and training. training, quality of human resources of training institutions, affirming the position of training institutions in the trend of competition and integration. This is a problem for vocational education in general and for each vocational education institution in particular in order to successfully implement the goal of fundamental and comprehensive innovation in education and training; improve the quality of human resources; promote research, development and application of science and technology in the context of the fourth industrial revolution.

According to the Vietnam Encyclopedia of Science and Technology: "Capability is an individual's characteristic that demonstrates a degree of proficiency - i.e. being able to competently and reliably perform - one or more certain types of activities". Competence is an individual attribute that is formed and developed thanks to inherent qualities and the process of learning and training, allowing people to synthesize knowledge, skills and other personal attributes such as inspiration, skills, and abilities. pleasure, belief, will, etc. to successfully perform a specific type of activity, achieving the desired result under specific conditions".

Learner competence is the ability to apply knowledge, experience, skills and attitudes of learners appropriately and effectively in diverse situations of life. According to authors Bernd Meier and Nguyen Cuong (2012): "Capability is the ability to responsibly and effectively perform actions, solve tasks and problems in different situations in different professional fields. , society or individual on the basis of knowledge, skill, skill, and experience as well as a willingness to act".

In educational science, when building a program for a certain subject, there are usually two approaches: the first is a content-based approach (objective - content knowledge); the second is the output-based approach (objectives - performance capacity). In, the content-based approach is a method of stating a list of topics and topics of a field (subject), focusing on identifying and answering the question "The teacher wants learners to know what?". This approach is mainly based on the content requirements of a subject science, so it is often academic, heavy on theory, and systematic, the programmers of this program often pay little attention to the potential, and the stages of development. developmental stage, needs, interests, and conditions of learners. The outcomes-based approach is one that articulates outcomes - the abilities or skills that learners expect to acquire at the end of each learning period in school in a particular subject. This approach aims to answer the question "What does the teacher want learners to know and be able to do?". The content of teaching from the perspective of competence, the approach is not only limited to professional knowledge and skills but also includes groups of content aimed at developing areas of competence including professional competence, methodological competence, social competence, and personality competence.

Thus, teaching methods are ways of working between teachers and learners to achieve the set goals. The traditional teaching method is a teacher-centered teaching method, which is the process of transferring information and knowledge from the teacher to the learner. This method has the advantage that the teacher masters the situation and the content of the lecture; demonstrates the scientific and systematic nature of teaching and training; the teaching and learning process is organized according to the pattern, the classes are serious and orderly; Low investment cost and suitable for theoretical classes with a large number of learners. However, this teaching method has the disadvantage of not paying attention to the development of learners' abilities, especially practical skills, which is especially important for vocational education; the role of the teacher is enhanced, learners passively acquire knowledge, knowledge is more theoretical, sometimes relying on or relying on the teacher; lack of interaction between teachers and students, teaching and learning activities are monotonous, lack of vividness, attractiveness, etc.

The teaching method from the point of view of competence approach not only pays attention to the positivity of intellectual activities for learners but also focuses on training problem-solving abilities associated with situations of life and profession. at the same time associating intellectual activities with practical and practical activities.

This teaching method has the advantage of emphasizing the ability to apply knowledge and knowledge of learners acquired from teachers into practice; Learners are more active in learning, can discover new knowledge in addition to the knowledge from the teacher, form an attitude of self-study, self-research, develop skills, especially soft skills, meet the needs of students. increasing demand of society. At the same time, the enhancement of group learning, exchange, and interaction between teachers and learners is of great significance in order to develop social competence, develop the capacity to solve complex problems and meet the requirements of students. needs and needs of society in practical situations.

In the trend of vocational education innovation, world integration, and the fourth industrial revolution, the selection and use of teaching methods towards learner competence in vocational education is the solution. is considered optimal. The capacity-based teaching method in vocational education, applied and deployed, will bring higher efficiency than the traditional teaching method; theoretical learning time is shorter, lecturers give fewer lectures and lectures, focus more on practice time, attract learners to diverse activities in the classroom as well as outside the classroom; Learners have many opportunities to participate, experience, self-study, self-study, self-discovery, which will allow them to acquire knowledge, form innovative, creative thinking, confidence and self-confidence. comprehensive personality development. This is also one of the goals to be achieved in order to develop vocational education, maximize the capacity and qualities of learners; promote entrepreneurship, and innovation, and improve the quality of human resources to meet the country's development requirements in the new period.

Assess the importance of teaching method innovation

To assess the importance of innovation in teaching methods in vocational colleges, the author conducted a survey of 203 people. The results are shown in figure 1.
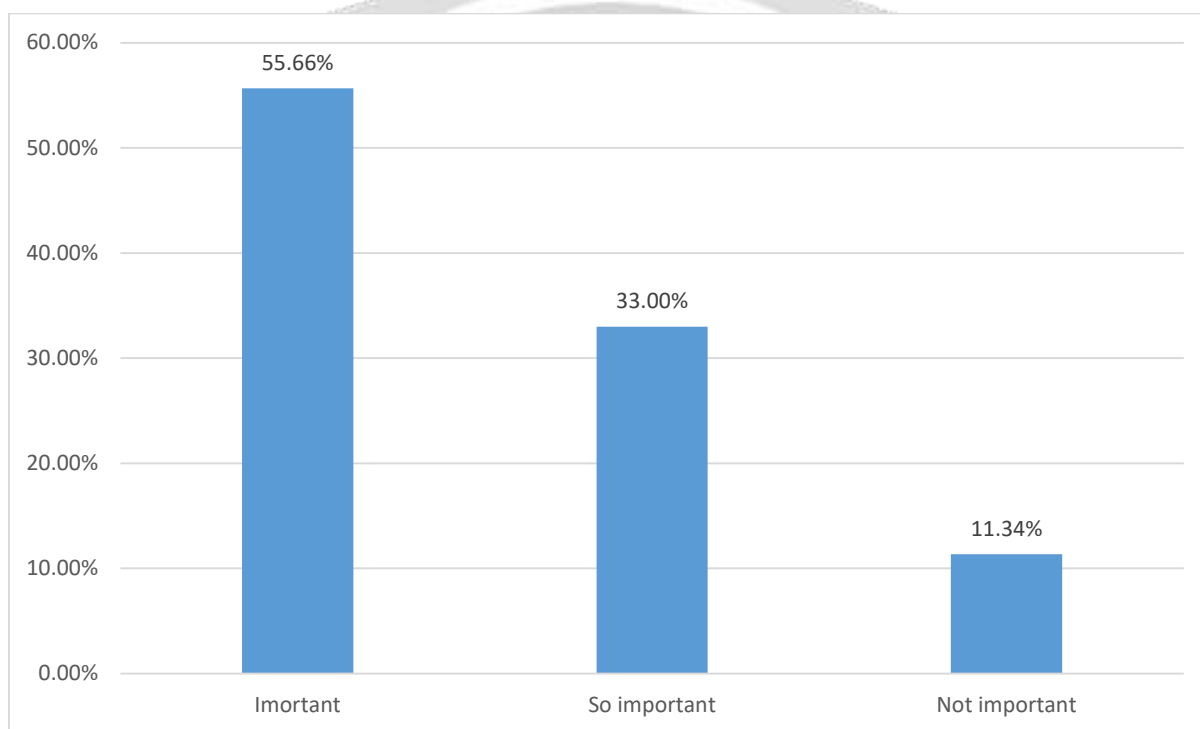

Figure 1. Assessing the importance of teaching innovation

The survey results showed that: 55.66% rated it as "important"; 33.00% rated it as "quite important" and only 11.34% rated it as "not important". The results of this survey are similar to the research results of colleagues who have studied this issue before.

To further test the importance of active teaching innovation in vocational colleges, the study surveyed gender. The results of Figure 2 show that: The number of men who rate "important" is 59.55%; women rated "Important" as 51.35%.
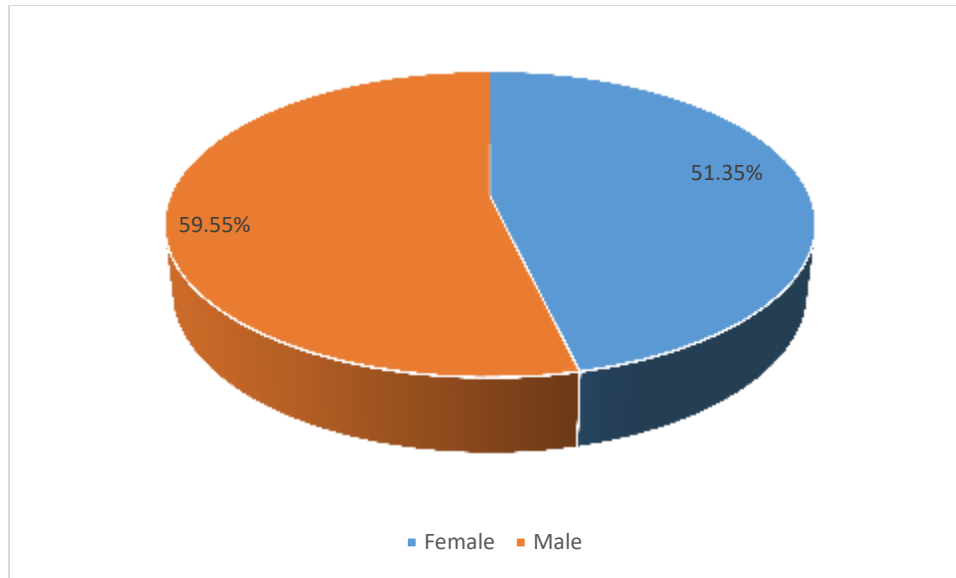
Table 2. Assessment of the importance of innovation in active teaching methods by gender

Requirements for choosing teaching methods

Innovating teaching methods today is one of the important factors to improve the quality of education and training. Currently, innovation needs to have conditions such as teachers need to be trained firmly, and must actively grasp teaching methods that are easy to understand and convey the right ideas.

The current traditional teaching method seems to be old and familiar, so it is difficult to change it immediately. In order to innovate teaching methods, it is necessary to master information technology and modern teaching methods so that you can use a variety of teaching methods. In order to test and evaluate, approach the requirements of knowledge, skills as well as psychology of students when teaching.

Innovating teaching methods to help students develop their own creative abilities and intelligence. In addition, it also helps to make the transition from the content-based educational program to the ability of learners.

Innovating teaching methods makes it easier for teachers who are more interested in students to orient students' learning.

The main innovation is to improve education and training today, it is the most basic and important method today.

First, the selection of teaching methods must be appropriate to achieve the teaching objectives

Teaching goals are very important. It guides and helps teachers plan their teaching activities and, when implemented, determines the success or failure of this plan. It also orients for the understanding of teaching materials, which is the basis for determining the learning outcomes, testing and evaluating learners and teachers as well as the value of a lecture or a training program.

Choosing the right teaching method will help the lecturer to implement the lesson content in a convenient and highly effective way according to the previously established teaching goals.

Second, the choice of teaching methods must be compatible with the learning content of students.

In order for the teaching methods to be most effective, teachers need to specifically identify the central content of the lesson. On the basis of the content, the teacher selects the appropriate method for each lesson content. Here, teachers should note that one method or multiple methods can be used in parallel to maximize the effectiveness of conveying lesson content to students.

Third, the selection of teaching methods that meet the interests and habits of students, students and the pedagogical experience of lecturers

In general, students studying at the School are obedient, hardworking, and obedient to their teachers. Most of them are students who have just graduated from junior high school, studying at the same time two programs of high

school and intermediate law. The students also initially approached the subject and formed a way of learning and cooperating with the lecturer in charge of the subject. However, this age group of students, express their feelings towards the subject quite clearly. In the subjects they love, they will listen attentively to the lectures and actively discuss with the lecturers. But for subjects that have to listen to a lot of lectures, do a lot of exercises, and the questions asked by the lecturer are quite difficult for students… they will not feel interested, excited about learning, not cooperate with other students. teachers, therefore, effective application of teaching methods will not be achieved.

In addition, the selection of teaching methods must also be consistent with the pedagogical experience of the lecturer. The lecturers do not choose too many methods for content, choose methods that are beyond their ability and teaching conditions, as well as the choice of methods must be suitable to their teaching experience. Avoid the case that teachers choose to teach methods and make it difficult for themselves when implementing them in the classroom.

Fourth, the selection of teaching methods suitable to specific teaching conditions

The school is invested in relatively complete and modern facilities and teaching facilities. This is considered a favorable condition for teachers to apply teaching methods. Therefore, when teaching, teachers need to actively choose teaching methods, and promote the effectiveness of the school's available facilities, especially active teaching methods as long as it is suitable for the needs of students. teaching objectives, compatible with learning content, stimulating interest, learning habits of students, and their pedagogical experience.

Suggest some solutions

In order to promote the initiative and creativity of learners, meet the modern working environment at domestic and foreign enterprises, agencies, and organizations, and contribute to creating high-quality human resources to meet the requirements of life. In the fourth industrial revolution, it is very necessary to improve the effectiveness of teaching methods toward learners' competence in vocational education and from families, vocational education institutions, businesses, teachers, and learners.

Firstly, for vocational education institutions, step by step implement synchronization of training programs and training occupations; develop and finalize regulations on output standards for the minimum amount of knowledge and capacity requirements that learners need to achieve after graduation, in order to meet the requirements and demands of the labor market, of enterprises. industry, etc.

Strengthen the organization of research, teaching, learning, fostering, and scientific seminars to help vocational education teachers improve their professional skills; at the same time, have policies to encourage and encourage the contingent of vocational educators to actively innovate, apply digital technology and modern teaching methods in the direction of approaching learners' capabilities to organize activities. effective day teaching, improving the quality of vocational education.

Create conditions for students and students of vocational education institutions to participate in vocational skills contests, participate in extracurricular activities, practice, and learn soft skills from businesses. Develop a library network in vocational education institutions, ensuring that each vocational education institution has adequate and diverse learning materials for students and research and teaching materials for students. teacher. Developing digital data warehouses at all levels and training professions, shared throughout the system and linked internationally. Invest in upgrading laboratories, virtual practice workshops, virtual equipment, and reinforcement equipment in appropriate industries and occupations, creating a favorable teaching and learning environment to promote learners' capabilities.

Second, For teachers and lecturers of vocational education, raise awareness of the need to innovate teaching content and methods. Each teacher and teacher of vocational education must voluntarily study and improve their professional qualifications, foreign languages, and informatics to meet the requirements of standardizing the vocational education staff in the new situation.

The 13th Party Congress (2021) emphasized: Creating breakthroughs in the fundamental and comprehensive renovation of education and training. Continuing to synchronously innovate educational and training objectives, contents, programs, methods, and methods towards modernity, international integration, comprehensive human development, and meeting new requirements of the development of the country. socio-economic development, science, and technology, adapting to the fourth industrial revolution. Pay more attention to moral education, creative capacity, and core values, especially the education of patriotism, pride, and national pride; arouse the

aspiration to develop a prosperous and happy country and firmly defend the socialist Vietnamese Fatherland (Trung & Van, 2020a & 2020b). To combine knowledge, moral, aesthetic, and life skills education with physical education, raising the stature of Vietnamese people.

In particular, the solution to improve the quality of teachers and educational administrators is a decisive step to realize the goal of educational development: "Focus on training and retraining the teaching staff members to meet the requirements of a fundamental and comprehensive renovation of education and training"; "Strongly renewing the remuneration policy, taking care of building a team of teachers and educational administrators is the key step (Hang & Van, 2020). To fundamentally reorganize and renovate the system of pedagogical training institutions, synchronously implement mechanisms, policies, and solutions to improve living standards, and raise the qualifications and quality of teachers and staff (Van, 2022a & 2022b)

The rapid development of vocational education, including the development of teachers, artisans, experts, vocational trainers, and managers in vocational education in order to meet the diverse needs of the labor market. of the people and the increasing requirements on the quantity, structure, and quality of skilled human resources for national development in each period are identified as a breakthrough solution in the Education Development Strategy occupation in the period of 2021 - 2030.

Vocational educators always update new knowledge, apply practical experience and professional competence in the digital era, modern teaching methods, and core skills that the 21st century requires, and the same skills. soft skills, digital skills, adapting to the fourth industrial revolution to provide learners with accurate and timely information, arousing learners' initiative and creativity to participate in the learning process knowledge society is a shining example for learners to follow.

Thirdly, learners must equip themselves with the necessary groups of knowledge, skills, and attitudes right from the moment they enter the school to be ready to work in enterprises, organizations, and production facilities later. graduate. To do so, learners must master specialized knowledge and professions; have standard foreign language and computer skills to meet the requirements of employers and employers, and compete with other workers.

Learners have communication skills, organize work reasonably and scientifically; Have good teamwork and presentation skills. These are essential skills for learners in the process of studying at vocational education institutions, helping learners to be confident, and bold and integrate into the school and social environment. In particular, learners must determine the right learning goals and motivations, and self-practice reasonable learning methods suitable to their own abilities, especially self-study, self-training, and self-discipline. Use knowledge learned in school to solve real-world problems and situations

Conclusion

Renovate, improve the quality, and diversify programs and methods of organizing training and retraining for vocational educators for teachers teaching key professions and occupations at ASEAN and international levels. Organize and arrange the system of training and retraining institutions for vocational education teachers in the direction of reasonable allocation by region and region, meeting the needs of teacher development. Accreditation of skills and qualifications for people with expertise and qualifications in other professions who switch to work as teachers and lecturers in colleges. To strongly develop a contingent of artisans, experts, and vocational trainers capable of participating in college-level training. Effectively deploying communities and networks to connect teachers, artisans, experts, and vocational trainers in colleges.

Teaching is always the central and most important task of each lecturer in general and of vocational colleges in particular. Therefore, teachers always need to find out, as well as apply teaching methods to promote the activeness of learners to make learning easy, attractive, and exciting for learners. To achieve the ultimate goal is that learners understand the lesson and can put that knowledge to use in practice. To do so, each lecturer must constantly study and improve his professional qualifications, and at the same time regularly exchange and learn from each other's experiences as well as learn from the experiences of colleagues at home and abroad. Schools to have the best and most effective lectures to bring excitement and efficiency to learners, thereby improving the training quality of the Schools.

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