

MOTIVATION POLICY FOR TEACHERS IN VIETNAM'S UNIVERSITIES

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Summary: Recently, the implementation of policies to create motivation to develop teachers at university has achieved good results, gradually creating a favorable legal environment for organizing and implementing development goals both in quantity, quality and structure. However, in addition to the achieved aspects, the implementation of policies with lecturers at universities is still limited, inadequate, directly affecting the implementation of policy objectives. The correct assessment of the current status of policy implementation for lecturers is an important factor in order to provide effective solutions and propose solutions to improve policy contents.

Keywords: Policy, lecturers, universities, Vietnam

Introduction

In the context of globalization and international integration, human resources are one of the factors that play a decisive role in the socio-economic development of the country. In order to have high quality human resources, the quality of education and training is the policy orientation that should be prioritized. The quality of training of schools, especially universities, depends on many factors, but the teachers always has an important position and role.

Policy is one of the State's management tools, oriented, motivating, mobilizing resources, playing a decisive role in the development of teachers. An appropriate and synchronous policy system will strongly promote the development of teachers, contributing to the decision to improve the quality of training, scientific research, ensuring the development and stability of the school. and sustainable. On the basis of studying the current status of lecturers in universities in Vietnam, then set out practical solutions to further develop this team in the future.

1. Current situation of developing teachers in universities in Vietnam

In recent years, thanks to the great achievements of more than 30 years of national renewal initiated and led by our Party, the education and training sector has received more

attention. The system of synchronous infrastructure and technical facilities in service of education and training tasks is invested with quality. The system of legal documents, regulations, mechanisms and social policies is basically comprehensive and complete. The contradictions from the capital training process are the resistance now perceived and properly addressed.

The demand for benefits, including economic - political, physical benefits of the teachers to be relatively well. Creating a favorable and truly clean and healthy working environment is paid attention to in practice ... through which, it has created consensus, aroused confidence, pride and self-esteem of the teaching staff. let them aspire to contribute.

However, according to data from the Ministry of Education and Training, in the end of December 2017, in more than 200 universities published about non-standard faculty lecturers, most schools exist teachers. not qualified for qualification (according to the regulations of masters or above, except for some specific branches).

Statistics show that, the school years from 2016 to 2018, the number of lecturers in higher education institutions is 72,792, an increase of 3,201 compared with 2015-2016. In particular, the number of lecturers with a doctorate degree is 16,514 people (accounting for 22.7%). This rate has not reached the target set in Resolution No. 14/2015 / NQ-CP of the Government on fundamental and comprehensive innovation of Vietnamese higher education in the period of 2006-2020 (target by 2020, The percentage of lecturers with doctoral degree is at least 35%).

The Ministry of Education and Training evaluates that the proportion of professors and doctoral degrees in the whole system is still low, especially the proportion of lecturers with doctorate degrees from colleges pedagogy (about 3.4%).

Besides, the quality of teachers is still a big question mark when many people do not have research topics, there are no articles published in domestic and foreign scientific journals, and the level of foreign language skills is limited. .. The number of organic lecturers of non-public schools is still lacking (15,158 people account for about 20% of the total number of lecturers nationwide) and are at high age ...

Along with teaching activities, scientific research activities are considered one of the two most important tasks of lecturers. However, the number of scientific researchers so far is not much.

The reality shows that, in addition to the schools with active scientific research movements, active lecturers still exist in the psychology of fear of lack of confidence in implementing scientific and technological activities, many lecturers are still lack of

enthusiasm, enthusiasm in scientific research, many people still have psychology to perform activities according to the obligation to complete, not really aware of the role and benefits of scientific research activities.

Besides, at the university, young lecturers start to participate in scientific research and study activities to improve their qualifications at the master and doctoral levels, so most of them, there is a lack of experience in scientific research. On the other hand, many officials and teachers have limitations in scientific research skills such as selection of research methods, ways of conducting research, methods of analyzing statistics, synthesizing reports, posts...

Many lecturers have the mentality to participate in the obligation, not really seeing the benefits from scientific research, such as scientific research also serves for teaching activities, improving teaching quality, ensuring the comprehensiveness in the work of the lecturers.

Motivation to promote the role of teachers in education and training is a system of factors to motivate active teachers to self-study, improve the level of all aspects, especially the level of teaching and scientific research according to assigned tasks. However, there are some issues related to the teachers need to be addressed, that is:

Firstly, the income of the faculty is low, but the pressure of the requirement for teaching and scientific research is increasing. Circular No. 47/2014 / TT-BGDĐT of the Ministry of Education and Training regulates the working regime as follows: "The total fund of working time of lecturers for one academic year to implement the teaching and research tasks science, refresher learning and other school tasks are 1,760 hours after deducting the prescribed number of holidays".

Based on specific regulations on the implementation of the 40-hour working a week regime to determine the total working time of lecturers in a school year is 1,760 hours (office hours). In one academic year, each lecturer must perform the following tasks: teaching (270 standard hours, of which, the standard time directly on the class accounts for at least 50% of the prescribed norm), scientific research (at least 1/3 total funds of working time in the school year), refresher study and other duties in the school with a total working time in a school year of 1,760 hours.

This regulation led the teachers who have no time to do other research. In addition, the upgrade and salary increase also lead to a scratching phenomenon. Educational institutions cannot implement the incentive regime, attract talented and highly qualified people to work if they continue to be "applied" by the current wage and payroll mechanism.

Secondly, some lecturers in schools still have difficulties in their material life, not devoted to their careers, have to quit their jobs and find other jobs because the family's financial and economic burdens are not uncommon. In some places, schools still lack teaching facilities such as projectors, computers, illustrations, laboratory equipment... for teachers to perform their tasks. The training of teachers is not effective.

In addition, many integrated educational activities, inspections, tests, seminars, training, contests, concurrently other tasks in the school make teachers feel overwhelmed, tired... The above impacts have negative impacts on psychology, sentiment, limit the contribution and creativity of the teaching staff to make quality and efficiency in education and training not commensurate with their role.

2. A number of motivational solutions for teachers in universities in Vietnam

In order for university lecturers to fulfill their tasks, the following solutions should be implemented:

Group of solutions on policy

Mechanisms and policies related to education, training, retraining and development of teachers must meet the requirements, tasks of each school and the requirements of basic and comprehensive education reform tasks and training to meet the country's industrialization and modernization requirements.

Completing salary reform policy associated with streamlined organizational structure with restructuring the faculty. The ladder and salary grades for teachers must be reconsidered in accordance with the specific labor regime and their position in society. Thus, teachers can live with the teaching profession, maintain and improve the love of the job and limit the situation of job exhaustion, tutoring, quitting or doing other jobs to earn a living.

Regarding allowance and allowance policies: It is necessary to amend policies on allowances and allowances for teachers in order to overcome the shortcomings in remuneration policies and create career motivation for teachers.

Regarding the labor regime: It is necessary to improve the working conditions of teachers, a part of which is also to facilitate students' learning, to improve the quality of education.

In addition to creating conditions to promote teaching capacity of lecturers, the State should have policies to encourage and motivate labor force for teachers. In education - training, to get motivation for staff and teachers to work, the role and responsibility of educational managers is huge.

The goal of managers is to create incentives for employees to work best in their work. Teachers must be delegated and accountable. It is necessary to have regular and fair assessments on the level of accomplishing the tasks of each employee, motivating them to work and contribute.

Group of management solutions

Regularly improve the quality of school management and training activities, including content management, training programs and comprehensive management of faculty. Pay attention and focus on building a positive school culture; create conditions for teachers to develop their creativity; creating the mutual attachment and support of teachers to develop their professional skills; There is a recognition, fair, public and democratic evaluation with the achievements of teachers.

Creating a positive working environment can also be seen by creating conditions for teachers to participate in building school development strategies, exchanging and discussing school activities publicly; completing facilities, teaching equipment, arranging reasonable teaching time, creating a friendly pedagogical landscape environment ...

Group of solutions for planning, recruitment, training and team using

Planning is required to ensure sufficient and stable maintenance of the number of faculty members; the rate of students / lecturers in accordance with regulations, avoiding the situation that lecturers have to overload teaching so that they have time to self-study, research, improve professional qualifications, etc.

The State should pay attention to building and effectively implementing appropriate mechanisms and policies for development, thereby serving as a basis for promoting teaching staff. At the same time, it is necessary to build a contingent of lecturers in sufficient quantity and strong in quality. The selection of trainers' training resources must be conducted comprehensively and thoroughly in terms of pedagogical career trends, the ability to develop pedagogical talents, styles and pedagogical behaviors.

Schools need to ensure the appropriate team structure and meet the requirements and duties of the school; create continuity between generations of lecturers and workers. The State should have policies to strictly manage the teaching staff and perfect the lecturers' rights and obligations.

Group of solutions on investment and improvement of facilities

Ensuring favorable material and spiritual conditions for lecturers. This is really a motivating force for teachers to focus their intellectuals on their professional activities. It is necessary to pay attention to investment and modernization of lecture halls, libraries and

method rooms (lecture rooms) of schools, method rooms of teachers' departments so that they can practice and improve their skills and hands. pedagogical profession.

Group of solutions on preferential policies and remuneration for the team

Good implementation of remuneration and reward policies in universities in order to create conditions for them to have a stable life and a favorable working environment to maximize their abilities, strengths, and attract talents. participate in career development education and training.

Renovating lecturing remuneration policies depending on the capacity, job position and dedication of each person; recognize progress and create advancement opportunities for teachers, build an effective working environment, recognize lecturers' contributions, take care and protect the legitimate rights and interests of faculty. Other necessary conditions such as: ensuring the right to study, scientific research, participation in economic and social activities, to enjoy preferential policies on houses, vehicles and social insurance regimes associations and health insurance in accordance with law and other remuneration regimes.

Facilitating lecturers to advance at work (this is the development in the career ladder, demonstrating the recognized, confirmed needs). Universities need to create favorable conditions in terms of mechanisms and policies for lecturers, scientists, improve professional qualifications in research.

At the same time, promote the sense of responsibility of lecturers in scientific research activities; must link teaching and scientific research to set up a research plan in combination with the guidance of scientific research for graduate students and students; contribute ideas to improve scientific research and technology transfer activities and develop more.

Conclusion

Thus, the above solutions have an impact relationship, supporting each other to create a system of measures that are both diversified and flexible. Therefore, in order for the policy to be completed and come to life, it requires the attention of the Party, the State, all levels, branches and the whole society.

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