

CURRENT STATUS OF INFORMATION AND COMMUNICATION TECHNOLOGY APPLICATION MANAGEMENT IN TEACHING AT HIGH SCHOOLS IN DON DUONG DISTRICT, LAM DONG PROVINCE TO MEET THE ERA OF NATIONAL DIGITAL TRANSFORMATION

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With the amount of knowledge increasing rapidly, the study time in school is almost unchanged, the traditional teaching method is no longer suitable. Therefore, the urgent problem for the education sector is to innovate the content and teaching methods, equip learners with basic knowledge and skills and at the same time teach them how to learn, how to exploit information creatively and let them understand that information technology and communication, digital transformation in education is a means to move towards a learning society. Realizing the importance of applying information technology and communication in teaching and in innovating teaching methods, in recent years, high schools in Don Duong district, Lam Dong province have implemented many measures to promote the application of information technology, communication and management of information technology application, communication in innovating teaching methods, initially achieving certain results. However, at present, in high schools in Don Duong district, Lam Dong province, the effectiveness of applying information and communication technology in teaching and in innovating teaching methods is still limited. This article has researched and analyzed in depth the current situation of managing the application of information and communication technology in teaching and learning in high schools in Don Duong district, Lam Dong province to meet the era of digital transformation of education.

Keywords: *Management; Management of application of information and communication technology in teaching and learning; Current situation of managing the application of information and communication technology in teaching and learning; Don Duong district high schools, Lam Dong province; The era of national digital transformation*

1. Introduction

Entering the 21st century, humanity has entered the era of information and communication technology along with the knowledge economy in the trend of globalization. The development of information and communication technology, especially the Internet, has had a strong impact and profound changes in all social life activities of all countries in the world. With the amount of knowledge increasing rapidly, the study time in school has hardly changed, so traditional teaching methods are no longer suitable. Therefore, the urgent problem for the education sector is to innovate teaching content and methods, to equip learners with basic knowledge and skills, and at the

same time teach them how to learn, how to exploit information creatively and to let them understand that information and communication technology, digital transformation in education are the means to move towards a learning society. Currently, education and training innovation is taking place on a global scale, creating profound changes for education in the world as well as in Vietnam in the direction of modernization and technology. With the attention of the Party and the State, Vietnam's education and training has continuously developed and achieved remarkable achievements. The Government also clearly sees the role of information and communication technology in the development of society in general and education in particular,

so it has issued many documents directing the promotion of the application of information and communication technology in teaching and learning. Realizing the importance of applying information and communication technology in teaching and learning, in innovating teaching methods, in recent years, high schools in Don Duong district, Lam Dong province have implemented many measures to promote the application of information and communication technology and the management of the application of information and communication technology in innovating teaching methods, initially achieving certain results. By 2018, all high schools in Don Duong district, Lam Dong province have been equipped with multimedia classrooms with full equipment for teaching and learning of teachers and students to meet the needs of educational innovation. However, at present, in high schools in Don Duong district, Lam Dong province, the management of the application of information and communication technology in innovation of teaching methods has not received full attention, so the effectiveness of the application of information and communication technology in teaching and in innovation of teaching methods is still limited. There are many reasons leading to this situation such as teachers are not fully aware of the importance of applying information and communication technology in teaching and in innovation of teaching methods, and do not have basic knowledge and skills in information technology. The use of multimedia classrooms in teaching is only concentrated in a few teachers or is mainly used in specialized teaching hours, demonstration lessons, teaching conferences or competitions for excellent teachers. Exploiting the use of the Internet to search for information and get materials to design lesson plans is still unfamiliar to many teachers. Some managers are not yet able to orient teachers to correctly perceive the nature of active lesson plans that apply information and communication technology and electronic active lesson plans. Investment in facilities for the application of information and communication technology in teaching and innovation in teaching methods has not received due attention...

The author has chosen to research the topic: "The current situation of managing the application of information and communication technology in teaching and learning at high schools in Don Duong district, Lam Dong province to meet the era of digital transformation in education".

2. Research methods

2.1. Theoretical research methods

- Research the Law on Education, documents, directives, resolutions of the Party and the State

on the application of information technology in the innovation of teaching methods.

- Research documents of the Ministry of Education and Training, Lam Dong Department of Education and Training related to teaching equipment, innovation of teaching methods, application of information technology and communication in the innovation of teaching methods.

- Research textbooks, scientific topics, books, newspapers, documents related to the application of information technology and communication in the innovation of teaching methods.

2.2. Group of practical research methods

- Questionnaire survey method: Through opinion polls, learn about the awareness and aspirations of managers, teachers and students to collect information on the current status of managing the application of information technology and communication in teaching and learning, in innovating teaching methods in high schools in Don Duong district, Lam Dong province.

- Expert method: Get opinions from experts in the field of managing the application of information technology and communication in innovating teaching methods in high schools.

- Activity product research method: Study teachers' records and lesson plans, attend some teaching hours with the application of information technology and communication, study professional plans, information technology and communication application plans, teaching assignments, multimedia classroom usage logbooks... to draw conclusions on the management of information technology and communication application in innovating teaching methods in high schools.

2.3. Other supporting methods

Using mathematical statistics methods to process collected survey data.

3. Overview of the research problem

3.1. Foreign countries

The rapid development of information and communication technology has significantly affected the education of countries around the world, especially countries with developed education such as the US, Korea, Singapore, Japan... To apply information and communication technology as it is today, countries have undergone many national programs on computerization as well as the application of information and communication technology in science and technology and education, considering this a key issue of the scientific and technological revolution, the key to building and developing

the country in the direction of industrialization and modernization. Therefore, they have paid great attention to investing in information and communication technology, applying information and communication technology, and managing the application of information and communication technology.

USA: Research on the management of information and communication technology applications in education was carried out early, so electronic teaching and learning received support and assistance from the Government since the late 1990s.

Japan: The national program called “Plan for an Information Society - National Goal to the Year 2000” on the application of information and communication technology to build an information society was announced in 1972.

Korea: The strategic goal of the policy to promote informationization in Korea is to build a developed information society from the year 2000. To realize this goal, the Korean Government established the “Information Technology Promotion Fund” managed by the Ministry of Information and Communications. Correspondingly, there are two directing and coordinating bodies: the Information Technology Promotion Board and the Special Board on e-Government under the Presidential Government Innovation Board... [Korea e-Government, 2008].

Singapore: In 1997, the Singapore Ministry of Education launched the Information Technology in Education Master Plan. With this program, all Singaporean children are guaranteed the opportunity to access a school environment rich in information and communication technology. In July 2002, the Singapore Ministry of Education announced the Information Technology Master Plan 2 to inherit and promote the successes of the Information Technology Plan 1, continuing to provide general directions for schools to take advantage of the opportunities that information and communication technology brings to serve teaching and learning.

Thanks to the right investment and management steps in the development of information and communication technology, the above countries have achieved the economic, social and educational development achievements they have today.

3.2. In Vietnam

The application and development of information and communication technology in our country has been of interest to the Party and State since the 1970s. However, the information and communication technology industry in Vietnam

during that period did not receive due attention. Entering the period of innovation, realizing the importance of information and communication technology, there have been many directives and resolutions of the Party emphasizing the promotion of information and communication technology such as: Directive No. 58/CT-TW dated October 17, 2000 of the Politburo on promoting the application and development of information technology to serve the cause of industrialization and modernization emphasized: “The goal by 2010, Vietnam’s information technology will reach an advanced level in the region and be widely applied in all fields, becoming one of the most important factors of socio-economic development, ensuring security and national defense. Information technology becomes a spearhead economic sector, with the highest annual growth rate compared to other regions, with an increasing contribution rate to the country’s GDP growth”. Directive No. 29/2001/CT-BGDDT dated July 30, 2001 of the Minister of Education and Training on enhancing teaching, training and application of information technology in the education sector in the period 2001 - 2005 clearly states: “Promote the application of information technology in education and training at all levels, grades and fields of study in the direction of using information technology as the most effective support tool for innovation in teaching and learning methods in all subjects... Develop computer networks serving education and training, expand Internet connections to educational and training institutions”.

In recent years, the research on the application of information and communication technology in education has been of interest to many scientists, but the research on the management of the application of information and communication technology in educational innovation has not been specifically mentioned. Conferences, seminars or in some master’s theses have mentioned the issue of managing the application of information and communication technology in the innovation of teaching methods such as:

(1) Scientific conference “Research and implementation of E-Learning” jointly organized by the Institute of Information Technology (Hanoi National University) and the Faculty of Information Technology (Hanoi University of Science and Technology) in early March 2005;

(2) National scientific conference on information and communication technology “Technology and management solutions in the application of information and communication technology in the innovation of teaching methods” jointly organized by Hanoi National University of Education and the

Higher Education Project from December 9-10, 2006;

(3) Master's thesis in educational management by author Dao Thi Ninh researched the topic: "Some measures to manage the application of information and communication technology in teaching at high schools in Cau Giay district - Hanoi".

In seminars or theses, scientists and authors have boldly raised issues of research on the position and importance of the application of information and communication technology, especially solutions to manage the application of information and communication technology in innovating teaching methods; proposing and recommending to leaders at all levels to implement some measures to manage the application of information and communication technology in teaching, in innovating teaching methods at schools under their management to meet the context of digital transformation in education.

In reality, the application of information and communication technology into teaching and innovating teaching methods still has many shortcomings that need to be further studied and resolved, such as: The basic computer skills of many educational managers and teachers are still weak. Teachers do not clearly understand the concept of active lesson plans with the application of information and communication technology, electronic active lesson plans, and have not yet outlined the process of designing and using these types of lesson plans. Moreover, up to now, in high schools in Don Duong district, Lam Dong province, there has been no research on the issue of managing the application of information and communication technology in teaching and innovating teaching methods. Research and proposal of measures to manage the application of information and communication technology in teaching and innovating teaching methods in high schools in Don Duong district, Lam Dong province in the context of digital transformation of education is an issue that needs to be focused on and resolved.

4. Current status of management of application of information and communication technology in teaching and learning in high schools in Don Duong district, Lam Dong province to meet the era of digital transformation of education

4.1. Management of construction and use of multimedia classrooms

As of September 2017, all high schools in Don Duong district, Lam Dong province have built multimedia classrooms. Although the number of classrooms is small, not meeting the needs of teachers to innovate teaching methods, when investigating the management of construction and

use of multimedia classrooms, 100% of managers in the schools said that they followed the construction process correctly, had regulations and logbooks to track the use of this classroom, assigned a person in charge... that proves that the construction and use of multimedia classrooms have been of interest to managers.

4.2. Managing the use of teaching software

The awareness of the use of teaching software by managers, most schools believe that it is necessary, however, understanding the features of teaching software to be able to manage it is difficult for them due to limited access to information technology and communication. During the actual investigation in high schools in Don Duong district, Lam Dong province, it was found that:

Out of a total of 14 school managers, 8 managers, accounting for 57.1%, are interested in using teaching software. Among 120 teachers of the schools asked about the interest of managers in teachers in using teaching software, the results obtained were: 74.2% of teachers said that they had been given the opportunity to participate in training courses on information technology, communication and introduction to teaching software; 80% of teachers believe that it is necessary to use software in innovating teaching methods; 65% of teachers believe that they do not receive support from information and communication technology when they prepare lessons using active lesson plans, active lesson plans that apply information and communication technology.

From the above survey results, it can be seen that the use of teaching software by teachers in high schools in Don Duong district, Lam Dong province has not received due attention from school management staff, while in order to design an active lesson plan that applies information and communication technology, it is extremely necessary to use teaching software to design electronic materials suitable for some contents of the active lesson plan. Therefore, this is one of the reasons why teachers are not really enthusiastic about preparing lessons using active lesson plans that apply information and communication technology.

4.3. Managing the design and use of active lesson plans with information and communication technology applications

4.3.1. Planning work

The management staff of high schools in Don Duong district, Lam Dong province have based on the directive documents of the Ministry of Education and Training, the Department of Education and Training of Lam Dong province to plan the design

and use of active lesson plans with the application of information and communication technology, the plan to organize the improvement of teachers' IT skills and introduce teaching software, the plan for teaching demonstrations, teaching conferences, organizing teaching competitions using active lesson plans with the application of information and communication technology, proposing measures to implement that plan, building a plan to purchase modern teaching equipment to serve the design and use of active lesson plans with the application of information and communication technology... However, the plan is still at a general level, not really closely following the actual situation of pedagogical capacity, IT skills of the teaching staff and the school's facilities.

4.3.2. Implementation organization

The implementation organization of schools has not been unified, mostly due to unclear directive documents that only promote, actively,... Documents related to the management of information and communication technology application in innovation of teaching methods have not been fully provided, most of them are self-collected and researched by teachers. In addition, the process of designing active lesson plans with the application of information and communication technology has not been specifically guided, school managers are still confused in the implementation organization stage from planning teacher training in information and communication technology, purchasing modern teaching equipment to coordinating resources.

4.3.3. Guidance work

There are still many difficulties and shortcomings in the guidance work for teachers to design and effectively use active lesson plans with the application of information and communication technology. There are no specific instructions for example which lessons can be taught using information and communication technology, how to prepare lessons, what types of software should be used to support the lessons, what are the effects... There is no consistent guidance from management staff. When organizing training courses to foster the design of active lesson plans with the application of information and communication technology, most of them still use Microsoft Office PowerPoint software for presentations. Therefore, when teachers go to class, most of them still use this software to present, even presenting the entire lesson instead of writing on the board, leading to low teaching efficiency. This situation occurs due to the limitations of the guidance and organization of management staff in designing and using active lesson plans with the application of information

and communication technology.

4.3.4. Inspection and evaluation

Inspection and evaluation are important activities in management; school managers have proposed inspections right from the planning stage and organized implementation through specific teaching hours. However, summarizing, evaluating, and drawing lessons have not been seriously implemented; schools are still mainly just launching and then planning and implementing.

General comments: Lesson plans are mandatory documents for every teacher when going to class; checking documents, especially teachers' lesson plans, is one of the important tasks of the school management team. In fact, in high schools in Don Duong district, Lam Dong province, managers and heads of subject groups only pay attention to the quantity of lesson plans when checking, only checking whether teachers have prepared lesson plans according to the prescribed schedule or not, but the quality of each teacher's lesson plans cannot be verified. Most high schools in Don Duong district, Lam Dong province do not require teachers to prepare active lesson plans that apply information and communication technology, so there is no specific plan to implement the design and use of active lesson plans that apply information and communication technology for teachers. The results obtained when conducting a survey on this issue show that 100% of managers of schools believe that in order to improve the quality of teaching hours, it is necessary to strictly manage the design and use of teachers' lesson plans; However, this is a difficult task to carry out because the number of management staff is small, while the number of teachers in schools is very large, and there are many subjects. In addition, it is impossible to apply to the entire team of school teachers to prepare lessons using active lesson plans that apply information and communication technology because the number of multi-purpose classrooms in schools is too small. Among the teachers of the schools surveyed on this issue, 65% of teachers said that the school does not have specific instructions on the process of designing and using active lesson plans that apply information and communication technology. From the results of this survey, it can be seen that the management of the design and use of active lesson plans that apply information and communication technology has not yet received real attention from the management team of the schools.

4.4. Analysis of the current status of application and management of information and communication technology application in teaching in high schools of Don Duong district, Lam Dong province to meet the era of digital

transformation in education

From the research on the current status of application of information and communication technology and management of application of information and communication technology in teaching, the author found the following strengths, weaknesses and causes:

4.4.1. Strengths

- The management staff and the majority of teachers of the schools have recognized the importance of applying information and communication technology in teaching. Facilities and teaching equipment necessary for the application of information and communication technology have been invested. Internet connection to promote and improve the quality of application of information and communication technology in innovative teaching methods has been implemented by all high schools of Don Duong district, Lam Dong province.

- The level and IT skills of the team of education managers, teachers and staff are increasingly improved. In each school year, schools organize seminars on the application of information and communication technology in teaching and learning, in innovating teaching methods, organize competitions to create teaching software, launch teaching demonstrations and conferences, thereby attracting teachers to attend classes to study, exchange and improve their professional qualifications and also improve their IT skills.

- Some schools have built internal computer networks with separate accounts for each education manager, teacher and staff, with servers to manage teaching activities, some subject groups have built electronic teaching plan libraries for members to refer to. Activities to exchange and learn experiences in applying information and communication technology are also focused on by school managers.

4.4.2. Weaknesses

Although some results have been achieved, the application of information technology, communication and management of information technology application, communication in teaching in high schools in Don Duong district, Lam Dong province still have many limitations and shortcomings:

- Some managers and teachers have not yet properly recognized the nature of active lesson plans with the application of information technology and communication, teachers abuse information technology and communication by using presentations to distract from the main

content of the lesson.

- Facilities serving the application of information technology and communication in teaching have been invested in, but are still lacking compared to the actual teaching needs in schools.

- The use of multimedia classrooms mainly focuses on demonstration teaching sessions, teaching conferences or competitions for excellent teachers or only focuses on a few teachers in a few subjects.

- Some managers and teachers lack basic IT knowledge and skills; not knowing how to exploit information and electronic documents on the Internet to integrate into lesson plans; some teachers are not proficient in using information technology, communications and modern teaching equipment.

- There is no consensus among managers and teachers in managing the design and use of active lesson plans that apply information and communications technology.

4.4.3. Analysis of existing causes

The limitations and shortcomings of applying information technology, communications and managing the application of information technology, communications in teaching in high schools in Don Duong district, Lam Dong province have both objective and subjective causes.

4.4.4. Objective reasons

- To effectively apply information and communication technology in teaching and in innovating teaching methods, investment in facilities must be focused on. If the school cannot build a multimedia classroom or only builds a few, and does not purchase modern teaching equipment, it is impossible to apply information and communication technology to innovate teaching methods in the direction of technology.

- Investing in designing a positive lesson plan that applies information and communication technology takes a lot of time and effort. Teachers' lives are still difficult, many teachers have not yet equipped themselves with personal computers to use.

- In addition, each teacher may have to teach many different grades and departments, so in a week, teachers may have to prepare many lesson plans. In addition, teachers also have to do many types of books in the teacher's file, not to mention the types of optional lesson plans, lesson plans for extra-curricular activities...

- Most of the teachers in schools are women of childbearing age, so it is inevitable that teachers

have to teach extra hours to replace female teachers on maternity leave, sick children... In addition, they also have to teach instead of teachers participating in training courses or going to school to improve their qualifications. All of the above reasons have had a significant impact on the application of information and communication technology in the innovation of teaching methods in high schools in Don Duong district, Lam Dong province.

4.4.5. Subjective reasons

From a management perspective, the management staff of high schools in Don Duong district, Lam Dong province have not really paid attention to the application of information and communication technology in teaching and learning, in the innovation of teaching methods, and have not had a specific management plan for this issue. Many managers have not actively studied and researched information technology to improve their qualifications to help with management work; there is no incentive system and no exploitation of the potential of information technology and communication in the teaching staff. In particular, in schools, the management of the application of information technology and communication in the innovation of teaching methods is mainly undertaken by the vice principal in charge of professional matters. With a large number of teachers and many classes, the management efficiency will inevitably be low.

For the teaching staff of schools, they are still confused when applying information technology and communication in teaching and in the innovation of teaching methods, partly due to the limited level of information technology of the teaching staff, but mainly due to their lack of research and creativity, some teachers apply information technology and communication in teaching spontaneously, without really investing in the lectures.

5. Discussion

Through surveying and studying the current status of applying information technology, communication and managing the application of information technology, communication in teaching and in innovating teaching methods, the author finds that innovating teaching methods in the current period is inevitable and applying information technology, communication in teaching and in innovating teaching methods is the right direction for schools. Both the management staff and the majority of teachers of schools have realized the importance of applying information technology, communication and managing the application of information technology, communication in teaching and in innovating

teaching methods to meet the digital transformation era in education. Necessary facilities for applying information technology have been initially invested, Internet connection to promote and improve the quality of applying information technology in innovating teaching methods has been implemented by schools. School managers have demonstrated their efforts in organizing and implementing the application of information technology and communication in teaching and in innovating teaching methods, gradually improving the quality of education towards standardization and modernization. However, the management of the application of information technology and communication in teaching and in innovating teaching methods in high schools in Don Duong district, Lam Dong province currently still has some shortcomings: Management measures have closely followed the goal of applying information technology and communication in teaching and in innovating teaching methods to meet the digital transformation era in education, but the effectiveness is not high. The quality of the team of managers and teachers is uneven, management capacity and IT proficiency are still limited. Facilities have been invested but have not met practical requirements, many teachers still abuse information and communication technology, leading to the goal of applying information and communication technology in teaching and in innovating teaching methods to meet the needs of digital transformation in education not being guaranteed... The problem is to choose and propose a system of solutions suitable to the pedagogical facilities of high schools to be able to apply information and communication technology in teaching in the context of digital transformation in education today. The results of the study on the current status of application of information technology and communication in teaching and in innovation of teaching methods to meet the needs of digital transformation in education have clarified theoretical issues and are the practical basis for the author to build solutions for managing the application of information technology and communication in teaching and in innovation of teaching methods in high schools in Don Duong district, Lam Dong province to meet the needs of educational innovation, responding to the era of digital transformation in education today.

6. Conclusion

In the current period, managing the application of information and communication technology in teaching to contribute to the innovation of teaching methods is an inevitable trend of high schools, responding to the era of digital transformation in education. However, applying information and

communication technology in the innovation of teaching methods is not a simple task. If the application of information and communication technology is not reasonable, it will become an abuse of information and communication technology, leading to low efficiency of the teaching and learning process, not meeting the needs of innovation. Therefore, managing the application of information and communication technology in teaching and in the innovation of teaching methods in high schools is one of the important tasks of managing teaching activities. Managers need to consider the management of the application of information and communication technology in teaching and in the innovation of teaching methods as a breakthrough to improve the quality of education, thereby devoting more time and effort to this work. Based on the research and analysis of theoretical documents on the management

of information technology and communication applications in teaching and in innovating teaching methods in high schools, the article focuses on systematic research on management theory in general, school management theory and especially the management theory of information technology and communication applications in innovating teaching methods, studying the current status of application and management of information technology and communication applications in teaching and in innovating teaching methods in high schools in Don Duong district, Lam Dong province. From the research results obtained, the author proposes a system of solutions for managing the application of information technology and communication in teaching and in innovating teaching methods suitable for high schools in Don Duong district, Lam Dong province to meet the current era of digital transformation of education.

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**THỰC TRẠNG QUẢN LÝ ỨNG DỤNG CÔNG NGHỆ
THÔNG TIN VÀ TRUYỀN THÔNG TRONG DẠY HỌC Ở CÁC TRƯỜNG
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HUYỆN ĐƠN DƯƠNG, TỈNH LÂM ĐỒNG ĐÁP ỨNG KỶ NGUYÊN
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Tóm tắt:

Với lượng tri thức ngày một tăng nhanh, thời gian học tập trong nhà trường hầu như không thay đổi thì phương pháp dạy học truyền thống không còn phù hợp. Vì vậy, vấn đề cấp thiết đặt ra cho ngành giáo dục là phải đổi mới nội dung và phương pháp dạy học, cần trang bị cho người học kiến thức nền tảng, kỹ năng cơ bản, đồng thời dạy cho họ cách học, cách khai thác thông tin một cách sáng tạo và để cho họ hiểu rằng, công nghệ thông tin và truyền thông, chuyển đổi số trong giáo dục là phương tiện để tiến tới một xã hội học tập. Nhận thức rõ tầm quan trọng của việc ứng dụng công nghệ thông tin và truyền thông trong dạy học, trong đổi mới phương pháp dạy học, trong những năm qua, các trường trung học phổ thông trên địa bàn huyện Đơn Dương, tỉnh Lâm Đồng đã triển khai nhiều biện pháp nhằm đẩy mạnh ứng dụng công nghệ thông tin, truyền thông và quản lý ứng dụng công nghệ thông tin, truyền thông trong đổi mới phương pháp dạy học bước đầu đạt được một số kết quả nhất định. Tuy nhiên, hiện nay, tại các trường trung học phổ thông trên địa bàn huyện Đơn Dương, tỉnh Lâm Đồng, hiệu quả của ứng dụng công nghệ thông tin và truyền thông trong dạy học, trong đổi mới phương pháp dạy học còn hạn chế. Bài báo đã nghiên cứu và phân tích sâu sắc về thực trạng quản lý ứng dụng công nghệ thông tin và truyền thông trong dạy học ở các trường trung học phổ thông huyện Đơn Dương, tỉnh Lâm Đồng đáp ứng kỷ nguyên chuyển đổi số giáo dục.

Từ khóa: *Quản lý; Quản lý ứng dụng công nghệ thông tin và truyền thông trong dạy học; Thực trạng quản lý ứng dụng công nghệ thông tin và truyền thông trong dạy học; Trường trung học phổ thông huyện Đơn Dương, tỉnh Lâm Đồng; Kỷ nguyên chuyển đổi số quốc gia.*