INNOVATING TEACHING METHODS TOWARDS DEVELOPING CAPACITIES TO MEET SOCIAL NEEDS

Nguyen Thi Hue

Thai Binh College of Education

Email: nguyenthihue@tv-usj.edu.vn

Received: 02/4/2025

Reviewed: 28/4/2025

Revised: 28/5/2025

Accepted: 22/6/2025

Released: 30/6/2025

DOI: https://doi.org/10.64223/tvj.e2025.v1.i2.a29

ORCID iD: https://orcid.org/0009-0001-3555-4850

In the context of globalization and the rapid advancement of science and technology, educational innovation has become increasingly urgent to prepare future generations with the knowledge, skills, and competencies needed to adapt to the dynamics of modern society. This paper emphasizes the necessity of innovating teaching methods based on a competency-oriented approach, positioning learners at the center, and fostering autonomy, creativity, and the ability to apply knowledge in real-life situations. Instead of focusing solely on knowledge transmission, competency-based teaching aims to cultivate core competencies such as self-learning, critical thinking, problem-solving, collaboration, and effective communication.

The study also highlights several challenges in implementing this approach, including shifts in teachers' mindsets, the alignment of curricula and textbooks, as well as limitations in facilities and learning environments. To address these issues, the paper proposes practical solutions such as enhancing teacher training and professional development, applying active learning methods, diversifying learning activities, integrating digital technologies and open educational resources, and developing comprehensive assessment systems that link learning outcomes with practical competencies.

The findings affirm that renewing teaching methods toward competency development is not only an inevitable trend in Vietnamese education but also a crucial pathway to building a high-quality workforce that meets the demands of sustainable social development.

Keywords: Innovation in teaching methods; Competency development; Learner-centered education; Core competencies; Competency-based assessment; Vietnamese education.

1. Problem statement

Along with the strong development of socio-economics and science and technology, the quality of education is constantly being innovated and improved. Previously, education focused on content transmission, applying content-oriented (or input-oriented) teaching programs; currently, the trend of curriculum innovation is to shift from content-oriented teaching to capacity-oriented teaching, more broadly, output-oriented education. The general structure of action capacity (Handlungskompetenz) is often described as a combination of closely related component capacities. According to the approach in modern education (especially vocational education in Germany and many European countries), action capacity is a combination of four main groups of capacities:

1.1. Professional capacity (Fachkompetenz)

+ Is the ability to master knowledge, skills, and professional methods in a certain field.

+ Helps individuals successfully perform professional and academic tasks.

1.2.Methodological competence (Methoden-kompetenz)

+ Is the ability to apply methods, processes, and tools to solve problems in a systematic and creative way.

+ Includes thinking, analysis, planning, organization, and evaluation skills.

1.3. Social competence (Sozialkompetenz)

+ Is the ability to cooperate, communicate, work in groups, persuade, and resolve conflicts.

+ Helps individuals adapt to social relationships and the work environment.

1.4. Personal competence (Personale Kompetenz / Selbstkompetenz)

+ Is the ability to be self-aware, self-regulated, responsible, motivated, and have personal values.

+ Includes discipline, sense of responsibility, ability to self-study, and self-development.

Thus, the general structure of action capacity is a combination of professional capacity, methodological capacity, social capacity and individual capacity. This combination helps people not only know how to work (have professional skills), but also know how to work, know how to work with others and know how to take responsibility for their actions.

Objectives, content, methods and assessment according to the teaching perspective oriented towards developing capacity associated with practical activities.

2. Objectives

Help students grasp the objective scientific knowledge system in many different fields, ensure the quality of output learning, achieve the goal of comprehensively developing personality qualities, focus on applying knowledge in practical situations to prepare people with the capacity to solve situations in life and career, emphasize the role of learners as the subject of the cognitive process, train students in the ability to solve problems associated with practice.

The general objective of the article "Innovation in teaching methods towards capacity development to meet social needs" is to build a modern education system, focusing on learners, focusing on comprehensive development of capacity, qualities and practical skills to adapt to the new context of knowledge society and international integration. Through innovation in teaching methods, the article hopes to affirm the important role of applying active teaching forms and techniques, taking experiential activities, problem solving, cooperation and creativity as the foundation, thereby improving the ability of independent thinking, self-study capacity and soft skills for learners. At the same time, the goal is also to closely connect school education with the practical requirements of the labor market, ensuring the training of quality human resources, capable of meeting the rapid changes of science - technology and the needs of socio-economic development.

In addition to the general goal, the article also aims at specific goals:

For learners, the goal of innovation in teaching methods is to form and develop comprehensive capacity, including professional capacity, critical thinking capacity, creativity and the ability to apply knowledge into practice. Learners are not only equipped with basic knowledge but also trained in soft skills such as communication, cooperation, problem solving and flexible adaptation to social changes. Innovation in methods also contributes to arousing motivation, interest in learning and the ability to self-study and self-research throughout life.

For teachers, the important goal is to improve pedagogical capacity, the ability to design and organize active learning activities and maximize the potential of each student. Teachers not only play the role of imparting knowledge but also become guides, supporters and arouse passion for discovery in the learning process. At the same time, teachers need to regularly update their knowledge, apply digital technology and innovate teaching methods to meet the increasingly high demands of modern education.

For society, the goal of innovating teaching methods is to contribute to training high-quality human resources with the ability to adapt to rapid changes in science - technology and the labor market. This is an important basis for promoting sustainable socio-economic development, enhancing national competitiveness and building a learning society, in which human knowledge and capacity become the core driving force for development. At the same time, this innovation also creates a close link between schools, families, businesses and the community in the educational process, ensuring the synchronization between training and the practical needs of society.

3. Content

Teaching content according to the competency development perspective does not stop at imparting knowledge and training professional skills, but is also comprehensively designed to form and develop core competencies in learners, helping them adapt, be creative and succeed in the context of modern society. In addition to the scientific knowledge system, teaching content needs to be expanded into many different content groups, each group playing the role of a pillar in the process of developing learners' comprehensive competencies.

First of all, the group of specialized knowledge and basic skills still plays a fundamental role. These are knowledge in specialized fields and practical

skills associated with the curriculum. Learners need to have a firm grasp of core knowledge to correctly understand the nature of the problem, know how to apply it to solve specific situations in study and life and at the same time serve as a basis for forming logical thinking, critical thinking and problem-solving skills. Educating students on professional content: Professional knowledge (concepts, categories, rules, relationships, etc.); professional skills; professional application and evaluation, thereby helping to develop professional capacity.

Second, the group of contents that develops thinking, creativity and problem-solving skills helps learners practice their ability to analyze, compare, synthesize, evaluate as well as find new solutions to problems arising in practice. This is important content in encouraging learners to not only stop at memorization but also know how to ask questions, explore and propose new ideas. Educating students on methods - strategies: Making study plans, work plans; general cognitive methods: collecting, processing, evaluating, presenting information, professional methods, thereby developing methodological capacity.

Third, the group of self-learning and adaptive capacity content aims to foster learners' ability to proactively explore, self-study and self-orient their own learning process. In the context of human knowledge constantly changing and expanding, self-learning capacity will be the key to prevent people from falling behind and always being ready to adapt to changes in society, science and technology. Educating students to experience and evaluate themselves: Self-assess strengths and weaknesses; build personal development plans; evaluate and form ethical and cultural standards, self-esteem, etc., thereby developing individual capacity.

Fourth, the group of communication and cooperation competencies focuses on training the ability to express, listen, persuade and coordinate effectively with others. Learners not only know how to present their views clearly but also know how to respect different opinions, know how to share responsibilities and work together towards common goals. This is an important group of content in forming teamwork skills and developing social personality. Educating students on social communication: Teamwork; creating conditions for understanding social aspects; learning how to behave, sense of responsibility, ability to resolve conflicts, thereby developing social competence.

Fifth, the group of technology and digital competence content is becoming increasingly essential in the context of digital transformation. Learners need to be equipped with basic knowledge and skills in information technology, the ability to exploit, evaluate and use online data sources and at the same time have a sense of civilized and safe behavior in the digital environment.

Sixth, the group of values, attitudes and human qualities emphasizes the role of ethics, responsibility, community awareness, healthy lifestyle and patriotism. This is the depth of humanity in teaching, helping learners to form a strong character, know how to balance personal interests and common interests and at the same time nurture the desire to contribute to society.

Finally, the group of integration and global citizenship competencies helps learners to broaden their vision, approach international values and standards, respect cultural diversity, know how to behave in a multinational environment and have the ability to participate in global community activities. This is a particularly necessary competency in the era of international integration and globalization. Thus, teaching content from the perspective of capacity development is a multidimensional structure, linking knowledge, skills, attitudes and qualities. The harmonious combination of these content groups not only contributes to the formation of people with solid expertise, but also creative thinking, comprehensive personality and flexible adaptability, well meeting the requirements of society in the new period.

4. Method

Teaching methods based on the perspective of capacity development not only focus on activating students' intellectual activities, but also pay attention to training the ability to solve problems associated with life and career situations and at the same time linking intellectual activities with practical activities. Strengthening group learning and innovating the teacher-student relationship towards collaboration are important to develop social capacity. In addition to learning individual knowledge and skills of specialized subjects, it is necessary to supplement complex learning topics to develop the ability to solve complex problems. Some teaching methods oriented towards developing competencies in teaching majors such as presentation method, seminar method, case study teaching, project-based learning, group teaching.

4.1. Teaching methods based on the competency development perspective

Teaching methods based on the competency development perspective are not only a change in the way knowledge is conveyed, but also a fundamental shift in educational philosophy: from teaching what teachers have to teaching what learners need to develop and adapt. If in the past, teaching was mainly about imparting knowledge and testing the level of memorization, then from the competency development perspective, teaching methods focus on organizing learners to be active, self-acquiring knowledge, practicing skills and forming the necessary qualities so that they can solve problems in practice. This content can be specifically implemented in many aspects:

4.1.1. Taking learners as the center

Teaching methods based on the competency development perspective put learners at the center, considering them as active subjects in the learning process. Teachers are no longer one-way "lecturers", but become activity designers, organizers, guides and facilitators. Learners are involved in practical situations, given the opportunity to explore, research, ask questions and find solutions themselves. This helps to maximize their thinking, creativity and initiative, instead of passively receiving.

4.1.2. Learning through activities and experiences

A key point of this method is the shift from "memorization" to "learning through action". Methods such as project-based learning, problem-based learning (PBL), situational learning and learning through real-life experiences are widely applied. Learners must participate in specific, practical tasks, thereby applying interdisciplinary knowledge, practicing cooperation skills, critical thinking and problem solving. For example, instead of dry lectures, teachers can organize students to build a small project (making a product, model, or case study), from which students can both learn knowledge and develop their competencies.

4.1.3. Enhance interaction, dialogue and cooperation

In a competency-based classroom, exchange, debate and cooperation are indispensable elements. Learners are encouraged to present ideas, debate viewpoints, discuss in groups and solve problems together. Teachers play a coordinating role, ensuring that all students have the opportunity to express and contribute. Thanks to this, students develop their communication and cooperation skills, while practicing their confidence and social skills.

4.1.4. Focus on integrated and interdisciplinary methods

Problems in practice are often not separated by subject, so the teaching method based on the competency-based perspective emphasizes integration. Teachers can combine knowledge from many fields to solve a common problem, for example: to carry out a project of "environmental protection", students need knowledge of Biology (ecology), Geography (resources), Literature (report writing, communication), Information Technology (data processing, poster design). This approach not only makes the learning content closer to life, but also helps learners develop comprehensive thinking and flexible application skills.

4.1.5. Application of modern technology and means

In the digital age, technology has become an indispensable tool. Competency-based teaching methods make the most of means such as interactive boards, simulation software, online classrooms, AI tools, VR/AR to facilitate learners to explore, experiment and expand their knowledge. Using technology helps increase interest, diversify approaches to knowledge, and at the same time train digital skills - one of the core competencies of 21st century citizens.

4.1.6. Developing self-learning and self-management skills

A modern teaching method does not stop at "learning in class" but extends beyond the classroom. Learners are assigned to research, find documents, test solutions and report results. Teachers guide how to search, select information, take notes, plan and evaluate progress. This helps to form self-learning capacity - a decisive factor for learners to learn for life in the context of an ever-changing society.

4.1.7. Diversify assessment forms

Instead of just assessing by written tests, the teaching method of developing capacity applies process assessment, product-based assessment, peer assessment and self-assessment. Learners not only know whether they are right or wrong, but also understand why they are wrong, where they are wrong and how to fix them. Assessment is not intended to judge but to encourage learners to improve, to arouse motivation and creativity.

4.1.8. Linking to practice and career orientation

Finally, an important feature is that teaching must be closely linked to real life. Situations, exercises and projects all focus on social, cultural, economic and environmental issues that are close to learners. Thanks to that, students not only learn "to know" but also learn "to do", "to live together" and "to assert themselves". At the same time, this teaching method also helps learners discover their strengths, orient their careers and prepare for life. Thus, the teaching method based on the competency development perspective is a comprehensive system, in which learners play a central role, teachers are the orientators and learning content is closely linked to practice, technology and social needs. This is the path for education to not only train people with knowledge, but also with capacity, qualities and courage - creative and responsible citizens in the era of integration and sustainable development.

4.2. A specific example illustrating a Science lesson (junior high school), designed according to the competency development perspective, so that we can clearly see the difference between traditional teaching methods and this new approach: Science Lesson – Topic "Water pollution and solutions"

4.2.1. Competency goals to develop

• Professional competence: Understand the causes of water pollution, its harmful effects and some treatment measures.

• Thinking and problem-solving skills: Know how to analyze practical situations in the locality,

propose solutions.

• Communication and cooperation skills: Know how to work in groups, present and debate ideas.

• Technology and digital skills: Know how to search for information on the Internet, present results using Infographics and slides.

• Humanistic skills – social responsibility: Be aware of environmental protection, change behavior towards nature.

4.2.2. Teaching and learning process

Warm-up (5 minutes)

• The teacher shows a short video about local rivers and streams polluted by waste and chemicals.

• Ask the question: "If water sources are polluted, what will happen to human health and the surrounding environment?"

Students quickly discuss in pairs, answer and share.

Building knowledge (15 minutes)

• The teacher divides the class into 4 groups, assigning tasks:

+ Group 1: Find out the causes of water pollution.

+ Group 2: Analyze the harmful effects of water pollution on human health and the ecosystem.

+ Group 3: Propose measures to overcome water pollution at the family and school levels.

+ Group 4: Research measures to treat water pollution at the community and national scale.

Students use textbooks, reference materials, phones/computers to search for information.

Practice - Discussion (10 minutes)

• Groups discuss, design Posters or Infographics to present the results.

• Each group sends a representative to present for 2–3 minutes.

• Other groups listen and ask critical questions.

Teachers comment, supplement and standardize knowledge.

Application - Extension (10 minutes)

• Teachers present a real-life situation: "In commune X, many households dump garbage and wastewater into streams, causing serious pollution. If you were a local student, what would you do to help overcome this situation?"

Students work individually, write short solutions (3-5 sentences).

Some students share in front of the class.

Conclusion - Evaluation (5 minutes)

• Teachers summarize: causes, harms, solutions.

• Evaluation by learning tasks:

+ Knowledge: level of understanding of water pollution.

+ Competence: ability to present, work in groups, critical thinking.

+ Attitude: awareness of environmental protection.

• Assign homework: observe actual water sources around residential areas, take photos - write a short report to present next week.

4.2.3. Highlights of this lesson

• Students are the center, actively learning and presenting knowledge.

• Linked to reality: local water pollution issues.

• Develop comprehensive capacity: not only knowledge but also thinking, communication, technology and social qualities.

• Diverse assessment: process assessment, group products, individual presentations, criticism.

Thanks to this design, the Science lesson not only provides knowledge about the environment but also trains students in problem-solving skills, sense of responsibility and ability to act in real life.

4.3. Some teaching methods oriented towards developing competencies in teaching majors

4.3.1. Active presentation, presentation through questioning and discussion

Presentation combined with questioning may take more time than one-way presentation and explanation, but the knowledge that learners acquire will be more certain because they are able to think and debate when mastering the learning content. The quality of the questions that teachers ask is very important.

Interrogation questions need to ensure the following requirements:

- Be clear and concise so that learners can grasp the purpose of the question.

- Link the question to the learning objectives.

- More time is needed for types of questions that require reasoning...

4.3.2. Teaching to discover and solve problems

This method is considered a system of rules for applying teaching techniques that take into account the logic of thinking operations and the laws of cognitive activities of students. Students are placed in a problematic situation, which is a situation containing cognitive contradictions, through problem solving to help students acquire knowledge, skills and cognitive methods. Therefore, teaching to discover and solve problems is not only more suitable for the spirit of developmental teaching, with the task of developing students' creative ability and self-awareness, turning their knowledge not only into beliefs, but also suitable for the characteristics of the subject.

For example: Learn about the character Vu Nhu Tam in the excerpt "Farewell to Cuu Trong Dai" of the play of the same name (Nguyen Huy Tuong)

Raising the issue:

- Some people think that Vu Nhu Tam is a true artist, with great contributions to the country. His actions are completely correct. He is not at fault.

- Others reject the above view, saying that Vu Nhu Tam was blind and wrong. To the people, he is at fault.

↓

Statement of the problem:

Do you agree with any of the opinions? What is your opinion after reading the excerpt "Farewell to the Nine-story Tower"?

↓

Problem Solving:

During the reading and understanding process, the teacher helps students approach the excerpt in the following directions:

- Vu Nhu Tam is an artist with true aspirations and ideals, but the construction of Cuu Trong Dai is only to serve personal interests, making people's lives miserable and miserable.

- The process of building Cuu Trong Dai further increases the conflict between Vu Nhu Tam and the people (Vu Nhu Tam does not listen to dissuasion, is ready to kill those who escape or resist)

- In the excerpt, Vu Nhu Tam himself does not understand why the people hate him, whether the construction of Cuu Trong Dai is right or wrong, whether he has merit or sin.

↓

Conclusion:

Vu Nhu Tam is a tragic character: she does not understand people (the people), and does not understand herself. Vu Nhu Tam's tragedy is a tragedy with no way out.

→ Vu Nhu Tam is more pitiful than blameworthy.

4.3.3. Seminar - discussion method in teaching

The Seminar - discussion method is an effective method to exchange experiences and understanding of learning issues, to rub the information that learners already have so that teaching knowledge becomes their own. The rubbing of knowledge in the seminar - discussion process will awaken the potential of learners in acquisition. Seminar - discussion also helps students exchange experiences with each other, learn from each other, supplement each other's knowledge, create teamwork and communication skills at work. The duration of Seminar - discussion depends on the learning objectives, teaching content and obviously the characteristics of the learners. The discussion form can be used for large classes; however, there is a limitation here that the number of people who can express their opinions is not much. People often use the Seminar - discussion form by dividing the class into small groups of about 6 - 8 people and letting the groups discuss.

For teachers, when posing questions for learners to discuss, they need to focus on a number of main purposes such as:

- Helping the discussant see clearly the problem or event.

- Suggesting the causes of the problem and possible solutions to the problem-solving goal.

4.3.4. Situational teaching

This is a teaching perspective in which teaching is organized according to a complex topic associated with practical life and career situations. The learning process is organized in a learning environment that creates conditions for students to construct knowledge individually and in a social and learning interaction environment. Complex teaching topics are topics with content related to many different subjects or fields of knowledge associated with practice. This teaching contributes to overcoming the situation of being far from the reality of specialized scientific subjects, training students in the ability to solve complex, interdisciplinary problems.

The case study method is a typical teaching method of situational learning, in which students solve a typical situation on their own, linked to practice through group work. Applying teaching based on situations linked to practice is an important way to link training in schools with real life, contributing to overcoming the current situation of academic education, far from practice in general schools.

For example: When teaching the work "The Prisoner's Letter" by Nguyen Tuan, teachers can let students survey and learn about Cao Ba Quat - a famous scholar of the Nguyen Dynasty who once led an army to rebel against the court...From there, orient the study of the character Huan Cao.

For example: When teaching the method for children to get acquainted with literary works, lecturers guide students to know how to create problematic play situations and create concentration and interest for children.

Purpose:

Promote children's positivity and independence. Children use more thinking operations (comparison, analysis, systematization...), activating the cognitive process, developing children's coherent language.

For example: Game: Where? Where?

Purpose:

Teach children to identify and understand words indicating location in space, develop imagination and actively use vocabulary indicating location in space (develop coherent language).

Preparation:

Each child has a set of diagrams including a large diagram and a small diagram and a pencil with two sharpened ends.

Procedure:

- Create a situation: "Search for objects everywhere" and children play the role of explorers. The teacher asks questions and the children answer (directing the children's attention to the location of objects in space), for example: "Where is the vase? Where is the lock? What is hanging on the wall? What is behind the classroom? What is in front of the classroom?"... Then, let the children ask questions and other children answer.

- Continue to create a new playing situation: "I just received a secret report that a terrorist

group has kidnapped a hostage and they are currently holding the hostage in the jungle. Do you guys like to play the role of police officers to solve this case? If you agree, we will play the role of police officers and join in solving the case. The secret report sent by the detectives includes a map showing the way to the temporary detention place to solve the case. The secret report sent by the detectives includes a map showing the way to the temporary detention place. To get there, we have to go through many landmarks and turns. You guys have to observe the map carefully, then follow the key (which is a small map drawn by the detectives and I have sent each of you a set), you guys determine the location of the hostage, when you have determined it, use a pencil to mark the place you need to go, do not reveal it to anyone. Only then can we ensure the safety of the hostage rescue. Come on, let's get started!" task. Give each child a set of a large diagram with many landmarks, turns and a small diagram showing the way to the child's house. She can draw a set of such diagrams on the board and try playing with the children, marking the house to find with a circle. Then, let the children find the house holding the hostages themselves. While the children play, the teacher observes, reminds the children to check the results themselves and gives suggestions when necessary. The game ends with the situation of finding the house holding the hostages and the police freeing the hostages.

- The task can be gradually increased in difficulty by changing the direction, adding more

landmarks and turns on the way, the children must repeat the way to the house holding the hostages.

- Comments, evaluate the results of the game.

5. Evaluation

Evaluation from the perspective of capacity development is an important shift in modern

education, aiming to replace the traditional assessment method which is mainly based on memorizing knowledge with a more comprehensive assessment method, focusing on the ability to apply knowledge, skills learners' abilities and attitudes into practice. This is not only a test of the level of knowledge acquisition, but more importantly, it is to identify, encourage and foster learners' ability to act in diverse life situations.

5.1. The goal of assessment from the perspective of capacity development

- Assessment is no longer limited to scoring and classifying students, but aims to:

Determine the level of capacity development of each student in each learning stage.

• Detect strengths and weaknesses to have timely support, encouragement and adjustment measures.

• Create learning motivation by encouraging students to self-evaluate and self-adjust the learning process.

• Affirm the role of education is to prepare learners with the ability to adapt and be creative in practice, not just impart knowledge.

5.2. Basic principles in assessment from the perspective of capacity development

• Comprehensive assessment: Not only consider the final results but also pay attention to the entire learning process, from the way students approach and handle problems to the final product.

• Practical assessment: Exercises and assessment situations need to be linked to life, have high applicability, helping students clearly see the meaning of learning.

• Assessment for progress: Do not emphasize comparing students with each other, but compare the progress of each individual over time.

• Multidimensional assessment: Combining teacher assessment, student self-assessment, peer assessment in groups and even assessment by parents and the community.

• Flexible and fair assessment: Applying many different forms such as observation, project work, presentation, learning products... to accurately reflect the learner's ability.

5.3. Competency assessment content

Competency assessment focuses not only on knowledge (what to know), but also on skills (what to do) and attitudes/values (how to behave). Specifically:

• Professional competence: Basic and in-depth knowledge of the subject.

• Methodological competence: Ability to think, solve problems, be creative, self-study.

• Social competence: Communication skills, cooperation, presentation, teamwork.

• Personal competence: Self-management, perseverance, responsibility, critical thinking.

For example: When assessing Science, instead of just asking students to answer the theory about the "water cycle in nature", teachers can assign tasks to groups of students to survey local water sources, present a report on the current situation, and propose measures to protect water sources. Thereby, students not only demonstrate their knowledge but also apply their investigation, analysis, communication, teamwork and environmental responsibility skills.

5.4. Forms and methods of assessment

• Formative assessment: Conducted throughout the learning process, through observation, questions and answers, comments, small exercises, etc. to promptly adjust teaching and learning activities.

• Summative assessment: Conducted at the end of a period (semester, school year), can be in the form of a comprehensive test, project product, learning portfolio, etc.

• Assessment by situation, project, product: Let students solve a practical problem or carry out a long-term learning project, thereby comprehensively assessing their capacity.

• Self-assessment and peer assessment: Encourage students to self-assess their progress, and at the same time know how to respond and give feedback to their classmates.

5.5. The role of teachers and students in capacity assessment

• Teachers: Not only are they "graders" but also are the ones who design situations, observe, respond and encourage students to develop their abilities. Teachers become "companions" in the process of capacity development.

• Students: From a passive role, they now become active subjects of assessment activities. Students know how to self-reflect on results, set goals for themselves and draw lessons to improve.

5.6. The meaning of assessment based on the perspective of capacity development

Assessment based on the perspective of capacity development brings outstanding values:

• Helps education to be closely linked to practice, training a generation of students with the ability to solve real-life problems.

• Enhances fairness, objectivity and creates a friendly learning environment, encouraging creativity.

• Contributes to fundamentally changing teaching methods, from focusing on imparting knowledge to comprehensively developing qualities and capacities.

• Creates a premise for international integration in education, because this is a popular assessment trend in the world.

Thus, assessment based on the perspective of capacity development is not only a new testing technique but also an educational philosophy, placing learners at the center, encouraging initiative, creativity and sustainable development of each individual's capacity. According to the competency development perspective, the assessment of learning outcomes does not focus on testing the ability to reproduce learned knowledge. Assessment of learning outcomes needs to focus on the ability to creatively apply knowledge in other application

situations.

For example: Improving testing and assessment when teaching the lesson Who named the river (Hoang Phu Ngoc Tuong), that is: Testing and assessing professional competence: Suggestion, question and answer, group activities, doing essay exercises and through presentation results; Testing and assessing methodological competence: observation, assessment through Rubric; testing and assessing social competence: ability to work in groups, discuss and exchange information, situational exercises; testing and assessing individual competence: through the quantity and quality of assessments.

Table 1. Summary table of objectives, content, methods and measures for developing learners' competence

Objectives	***Contents***	***Methods***	***Theory of measures for capacity development***
Recognize and understand knowledge integration	Point out the similes and comparisons in the text "Who named the river?"	Question and answer, speaking	Develop personal capacity (speech, presentation)
Apply to explain and construct according to the skill of perception.	Feeling about a passage that you like in the excerpt "Who named the river?"	Present in front of the group (speaking, reading).	Develop personal capacity (thinking - perceiving the text).
Literary reality connection	List some literary works written about the theme of Huong River	Group activities	Develop social capacity (collective activities, communication)
Students know how to create discoveries to expand the problem.	From praising the Huong River, present a solution to protect the current river pollution.	Thinking in the form of a text.	Developing methodological capacity through problem solving, creating a new problem from the lesson.

6. System of solutions to innovate teaching methods in the direction of developing competencies to meet social needs

To innovate teaching methods in the direction of developing competencies, the system of solutions needs to be designed synchronously, comprehensively, feasible and closely linked to the current socio-economic development context. These solutions do not only stop at improving teaching techniques in the classroom but also have to create an open, flexible learning environment, linking school knowledge with real life and social needs.

The system of solutions includes:

6.1. Solution 1: Innovation in educational awareness and thinking

First of all, it is necessary to create a strong change in the awareness of the management team, teachers, students and parents about the importance of competency education. Teaching is not only about imparting knowledge but also about forming and developing core competencies such as critical thinking, creativity, collaboration, communication, problem solving and lifelong learning. Training programs, professional seminars, and experience exchange seminars need to be organized regularly to help teachers get acquainted with, understand and properly apply the spirit of innovation.

6.2. Solution 2: Innovation in content and curriculum design

A competency-based curriculum must be built in a streamlined, practical direction, updated with new knowledge, linked to real life and career development requirements. The content needs to ensure interdisciplinary and integrated nature, helping learners to be able to apply knowledge from many fields to solve practical problems. In addition, the program must focus on soft skills education, digital skills, entrepreneurial skills and social responsibility, thereby forming comprehensive competencies for learners, meeting the requirements of the labor market.

6.3. Solution 3: Innovation in teaching methods

Teachers need to shift from the lecture and one-way transmission teaching method to organizing active learning activities, focusing on learners. Some effective methods that can be applied include:

• Project-based learning: Students participate in building, implementing and evaluating projects related to real life.

• Case study: Teachers present real-life situations, students analyze, discuss and propose solutions.

• Cooperative learning: Organize students to work in groups, share ideas and support each other.

• Differentiated and personalized teaching: Create conditions for each student to learn according to their own abilities, strengths and learning styles.

• Teaching and learning using digital technology: Use online platforms, simulation software, artificial intelligence (AI), virtual reality (VR/AR) to increase interaction and learning experiences.

6.4. Solution 4: Innovation in testing and assessment

Assessment based on competence does not stop at testing knowledge but needs to focus on assessing the process, assessing progress, assessing application skills and learning attitudes. Diverse forms of assessment such as: portfolio, project products, presentations, learning diaries, case studies... need to be applied in parallel with traditional testing. It is important that assessment must be encouraging, motivating and motivating for students to develop instead of just being classified.

6.5. Solution 5: Training and development of teaching staff

Teaching staff is a decisive factor in the success of innovation. Therefore, it is necessary to build a regular training program to improve pedagogical capacity, technology application skills and the ability to design teaching activities to develop capacity. Teachers are not only teachers but also designers, coaches, companions and inspirations for students. At the same time, mechanisms to encourage, reward and honor innovative teachers need to be implemented to spread the spirit of innovation.

6.6. Solution 6: Strengthening the connection between schools, families and society

The three-way coordination will create a combined strength in capacity education. Schools organize experiential activities, internships at enterprises, visits to production facilities, and exchanges with the community so that students can access reality. Families play a companion role, creating an environment to practice life skills and support students in the learning process. Society, especially businesses and professional organizations, will provide practice opportunities, application environments and jobs for students after graduation.

6.7. Solution 7: Application of technology and digital transformation in teaching

In the context of the 4.0 industrial revolution, technology is an important tool to realize innovation in teaching methods. Schools need to build learning management systems (LMS), virtual classrooms, digital learning materials, open question banks, online teaching videos, etc. to diversify learning forms. Technology also allows personalized teaching, monitoring the progress of each student and adjusting teaching methods accordingly.

6.8. Solution 8: Perfecting mechanisms, policies and conditions to ensure

Finally, for innovative solutions to truly come into practice, there needs to be support from mechanisms, policies and conditions to ensure. The State and the education sector need to issue policies to encourage innovation, invest in modern facilities and equipment, and have an autonomous and flexible mechanism for schools in designing programs and organizing educational activities.

The system of solutions to innovate teaching methods in the direction of capacity development is not a discrete measure, but a unified, mutually complementary whole, creating comprehensive changes in teaching and learning activities. When implemented synchronously, this system will help learners not only master knowledge but also have the ability to apply creatively, adapt flexibly, and comprehensively develop their capacity to meet the increasing needs of modern society.

7. Discussion

Innovation in teaching methods towards capacity development to meet current social needs is becoming an inevitable trend of modern education. This is not only a strategic requirement to improve training quality but also a solution to the relationship between schools and the labor market in the context of knowledge economy, international integration and digital transformation. In-depth discussion of this issue needs to be approached from many aspects: theory - practice, opportunities - challenges, and solutions - conditions to ensure.

First of all, in terms of theoretical basis, the perspective of capacity education originates from the philosophy of "taking learners as the center" and attaches importance to the formation and comprehensive development of qualities, skills, and attitudes in addition to knowledge. If traditional education emphasizes "learning to know", capacity education aims at a higher goal: "learning to do, learning to live together and learning to assert oneself". In the context of modern society, knowledge changes rapidly, many new jobs are born while many old jobs disappear, learners need the ability to adapt flexibly and the ability to learn throughout life. This is the theoretical foundation to affirm the urgency of innovating teaching methods. From a practical perspective, it can be seen that the gap between training in schools and the actual requirements of businesses and the labor market is still quite large. Many students after graduation

still lack soft skills, the ability to work in groups, solve problems or are not familiar with the modern working environment. That shows that if education only stops at imparting knowledge, it will be difficult to meet social needs. Innovating teaching methods to develop capacity helps to narrow this gap, bringing learners closer to professional practice. In fact, in many educational institutions, models such as project-based learning, experiential learning or creative entrepreneurship have proven to be effective when students demonstrate their ability to apply knowledge, create products and develop comprehensive skills.

However, in addition to opportunities, innovation in teaching methods also faces many challenges. Firstly, traditional teaching thinking is still quite heavy in a number of teachers, making the transition to new methods not really strong. Secondly, the conditions of facilities and technological equipment in many localities are still limited, making it difficult to implement modern teaching methods. Thirdly, the assessment and examination mechanism still focuses on memorization and reproduction of knowledge, not really encouraging creative thinking and application capacity. In addition, heavy program pressure and limited study time also make it difficult for teachers to thoroughly apply active methods.

From a solution perspective, it is necessary to affirm that innovation in teaching methods must be carried out synchronously and long-term. The focus is on fostering teachers' capacity to design and organize learning activities, so that they can become creators and accompany students. At the same time, schools need to focus on building an open, flexible learning environment, encouraging students to experience, experiment and be creative. On the social side, the companionship of businesses, professional organizations and families plays a very important role in creating opportunities for students to practice, linking learning with production work and real life.

Another aspect that needs further discussion is the impact of technology and digital transformation on innovation in teaching methods. Modern educational technology, from online classrooms, digital learning materials, artificial intelligence (AI) to virtual reality (VR/AR), is opening up a more multidimensional, personalized and flexible learning space than ever before. The application of technology is not only a trend but also a driving force to realize teaching methods that develop capacity, when students experience a rich and diverse learning environment, beyond the framework of the traditional classroom. From the above analysis, it can be concluded that innovation in teaching methods in the direction of developing capacity to meet social needs is both an objective requirement and an opportunity for Vietnamese education to improve quality and integrate with the world. However, to innovate successfully, a system of synchronous solutions is needed from the policy level to classroom practice, from changing thinking to improving physical facilities, from training teachers to innovating testing and assessment. Only then can education truly train generations of citizens with capacity, courage, and creativity, meeting the requirements of modern society and contributing to the sustainable development of the country. In short, innovating teaching methods in the direction of developing capacity to meet social needs is not simply improving teaching techniques but also a comprehensive transformation process in thinking, approach, and organization of education. The discussion shows that, besides the opportunities and advantages that this trend brings, there are still many challenges that need to be solved from the policy level to school practice. Therefore, the innovation process needs to be implemented synchronously and long-term, with the participation of many different subjects, in which the teaching staff, schools, families and society play a key role. The above analysis and discussion not only affirms the necessity and profound significance of innovation in teaching methods but also opens up important directions for continued research and action in the coming time. This is also the basis for the Conclusion to summarize the main findings, emphasize the new contributions of the research, and at the same time recommend specific solutions to promote the process of educational innovation in the direction of competence in the context of integration and development.

8. Conclusion

Education needs to train people who meet the demands of the labor market and profession as well as life, have soft skills and practical experience, have the ability to integrate and compete internationally, especially: the ability to act; dynamic creativity; self-reliance and responsibility; the ability to work collaboratively; the ability to solve complex problems; the ability to learn for life. Therefore, education has shifted to teaching oriented towards capacity development to help students improve themselves comprehensively in terms of intelligence, morality, physical strength, aesthetics and be able to apply the knowledge they have learned to develop their own capacity, creating conditions for the common development of the whole society. In conclusion, the article affirms that innovation in teaching oriented towards capacity development is not only a temporary pedagogical trend but also a core requirement of education in a context of rapid and complex changes. The focus of this transformation is to move learners from the position of "receiving knowledge" to the role of "creating agents" - individuals who know how to identify problems, cooperate, create solutions and take responsibility for their choices. From the theoretical basis of the structure of action capacity to the framework of practice in the classroom, the

article has shown a consistent thread: goals, content, methods and assessments must be aligned according to the criteria of capacity, in which assessment for progress is the motivation for students to self-regulate the learning process.

Academically, the article clarifies the indispensable elements of the capacity-oriented teaching model: professional capacity linked to practical context; methodological capacity demonstrated through critical thinking, problem solving and self-study; social capacity through communication, cooperation, leadership; and personal qualities such as discipline, perseverance, responsibility. These elements do not exist separately but operate as an "ecosystem" in authentic learning situations. By placing students in real tasks - projects, case studies, community service products - the learning process becomes a meaningful process of action, where knowledge is applied and continuously restructured.

In practice, the paper proposes a "toolkit" for implementation at the classroom level: contextual task design, learning activity roadmaps following the Initiate – Explore – Create – Apply – Respond cycle; rubrics describing levels of competency expression; portfolios to track progress; timely, informative feedback; self-assessment and peer assessment mechanisms. The key point is to shift the focus from measuring outcomes to creating learning conditions: assessment takes place "in" learning (assessment for/as learning), through which teachers become designers and trainers, and students become owners of their own learning journeys. The paper also points out the conditions to ensure at the system level: digital competence and professional time for teachers; professional learning communities within and across schools; flexible school-level assessment and assessment policies, allowing for diverse forms of evidence; Connecting with families, businesses and cultural institutions to expand learning spaces. Investing in digital infrastructure, open learning resources and micro-credentials will be the levers to put the model into sustainable operation.

The social significance of the model is even clearer when placed in specific local contexts: classrooms associated with heritage, traditional crafts, the environment and community livelihoods. Projects such as water quality surveys, craft village restoration, digitization of local traditional knowledge, or designing cultural experiences for educational tourism not only help students develop interdisciplinary competencies but also nurture identity, civic spirit and social responsibility. The connection between schools and communities thus becomes the lifeblood of competency education.

However, the article frankly acknowledges the limitations: there is no large-scale empirical data to measure long-term effectiveness; competency assessment tools need to continue to be calibrated for reliability and validity; Resource readiness varies across educational institutions. Future research should focus on quasi-experimental and longitudinal designs, standardizing rubrics across multiple grade levels and subjects, building validated task banks, and exploring the use of technology (VR/AR, AI-assisted feedback) with ethical frameworks and protecting learner data.

In summary, competency-based teaching innovation is not about "doing more" but about "doing something different on purpose": teaching meaningful things, in real contexts, in ways that foster thinking and action. When goals–methods–assessments are aligned, when teachers are empowered as learning designers, when students are trusted as knowledge partners, and when schools are open to connecting with the community, we can expect an education where each learner becomes a self-reliant, creative subject who knows how to join hands to build the future.

References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university (4th ed.)*. Open University Press.

Bernd Meier, Cuong, N. V. (2015). *Modern teaching theory.* National University of Education Publishing House, Hanoi.

Binh, N. L. (Editor); Tra, D. H. (2017). *Active teaching and learning*. National University of Education Publishing House, Hanoi.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.

European Commission. (2018). *Key competencies for lifelong learning.* Publications Office of the European Union.

Fullan, M., & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning.* Pearson.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Luan, P. T. (Editor-in-Chief) (2010). *Teaching according to knowledge and skills standards for grade 10 Literature.* National University Publishing House, Hanoi

Luan, P. T. (Editor-in-Chief) (2010). *Teaching according to knowledge and skills standards for grade 11 Literature.* Hanoi Pedagogical University Publishing House.

Luan, P. T. (Editor-in-Chief) (2010). *Teaching according to knowledge and skills standards for Literature subject grade 12*. Hanoi Pedagogical University Publishing House

Ministry of Education and Training. (2018). *Comprehensive general education program*. Vietnam Education Publishing House.

Nguyen, C. T. (2002). *Teaching and self-study process*. Education Publishing House.

Nguyen, C. K. (2014). *Assessing students' capacity in general education*. Vietnam Education Publishing House.

Nguyen, D. C. (2016). *Innovation in assessment and evaluation according to capacity development orientation.* Journal of Educational Management, 81, 25–32.

Nguyen, L. (2015). *Capacity development orientation in Vietnam general education*. Journal of Educational Sciences, 118, 3–8.

Nguyen, T. L. P., & colleagues. (2019). *Modern teaching theory*. Vietnam Education Publishing House.

OECD. (2005). *The definition and selection of key competencies: Executive summary.* OECD Publishing.

Pellegrino, J. W., & Hilton, M. L. (Eds.). (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century.* National Academies Press. https://doi.org/10.17226/13398

Pham, M. H. (2001). *Vietnamese education on the threshold of the 21st century.* National Political Publishing House.

Tran, B. H. (2006*). Innovation in teaching methods, programs and textbooks*. University of Pedagogy Publishing House.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.

UNESCO. (2015). *Rethinking education: Towards a global common good?*. UNESCO Publishing.

Voogt, J., & Roblin, N. P. (2012). *A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies.* Journal of Curriculum Studies, 44(3), 299–321. https://doi.org/10.1080/00220272.2012.668938

Wiggins, G., & McTighe, J. (2005). *Understanding by design (2nd ed.).* ASCD.

ĐỔI MỚI PHƯƠNG PHÁP DẠY HỌC THEO ĐỊNH HƯỚNG PHÁT TRIỂN NĂNG LỰC ĐÁP ỨNG NHU CẦU XÃ HỘI

Nguyễn Thị Huệ

Trường Cao đẳng Sư phạm Thái Bình

Email: nguyenthihue@tv-usj.edu.vn

Ngày nhận bài: 02/4/2025

Ngày phản biện: 28/4/2025

Ngày tác giả sửa: 28/5/2025

Ngày duyệt đăng: 22/6/2025

Ngày phát hành: 30/6/2025

DOI: https://doi.org/10.64223/tvj.e2025.v1.i2.a29

ORCID iD: https://orcid.org/0009-0001-3555-4850

Tóm tắt:

Trong bối cảnh toàn cầu hóa và sự bùng nổ của khoa học – công nghệ, yêu cầu đổi mới giáo dục ngày càng trở nên cấp thiết nhằm đào tạo thế hệ công dân có tri thức, kỹ năng và năng lực thích ứng với những biến động của xã hội hiện đại. Bài báo này tập trung phân tích và làm rõ sự cần thiết phải đổi mới phương pháp dạy học theo định hướng phát triển năng lực, coi người học là trung tâm, khuyến khích tính chủ động, sáng tạo và khả năng vận dụng kiến thức vào thực tiễn. Thay vì chỉ chú trọng truyền đạt tri thức, phương pháp dạy học mới hướng đến hình thành các nhóm năng lực cốt lõi như: năng lực tự học, tư duy phản biện, giải quyết vấn đề, hợp tác và giao tiếp hiệu quả.

Bài viết đồng thời chỉ ra những thách thức trong quá trình triển khai, bao gồm sự thay đổi về tư duy của giáo viên, sự phù hợp của chương trình – sách giáo khoa, điều kiện cơ sở vật chất và môi trường học tập. Trên cơ sở đó, tác giả đề xuất các giải pháp như: tăng cường đào tạo, bồi dưỡng giáo viên theo hướng năng lực; áp dụng phương pháp dạy học tích cực, đa dạng hóa hình thức tổ chức học tập; kết hợp công nghệ số và học liệu mở; đồng thời xây dựng cơ chế đánh giá toàn diện, gắn kết kết quả học tập với năng lực thực tiễn.

Kết quả nghiên cứu góp phần khẳng định đổi mới phương pháp dạy học theo định hướng phát triển năng lực không chỉ là xu thế tất yếu của giáo dục Việt Nam, mà còn là con đường quan trọng để đáp ứng yêu cầu nguồn nhân lực chất lượng cao, phục vụ sự phát triển bền vững của xã hội.

Keywords: Đổi mới phương pháp dạy học; Phát triển năng lực; Giáo dục lấy người học làm trung tâm; Năng lực cốt lõi; Đánh giá năng lực; Giáo dục Việt Nam.