

# MANAGEMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY APPLICATION IN TEACHING METHOD INNOVATION IN PRIMARY SCHOOLS IN THANH THUY DISTRICT, PHU THO PROVINCE MEETS THE NEW GENERAL EDUCATION PROGRAM 2018

## CURRENT STATUS AND PROBLEMS IN MANAGEMENT

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Teaching method innovation is taking place very strongly in three main trends: positivity, personalization and technology to contribute to improving teaching quality. To do this, schools need to have specific solutions in the management of information and communication technology applications to innovate teaching methods. The author of the article has conducted an investigation and survey on the current status of information and communication technology application management in teaching method innovation in primary schools in Thanh Thuy district, Phu Tho province to meet the 2018 new general education program in the period of 2019-2021. Through the collected survey data, the author of the article has analyzed the strengths, weaknesses, subjective and objective causes, thereby posing problems that need to be solved in the management.

**Keywords:** *Management of information and communication technology applications; Innovating teaching methods; Primary schools; Thanh Thuy district, Phu Tho province; New general education program 2018.*

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### 1. Introduction

The 21st century is the era of information technology and knowledge economy in the trend of globalization. That profoundly affects all activities of social life in all countries, requiring people to have many specific skills and positive attitudes to receive and master knowledge. In order to absorb such a huge and increasing amount of knowledge in a short period of time studying at schools, the traditional teaching method in the form of memorization - repetition is no longer suitable. Therefore, the urgent issue for schools today is to equip them with foundational knowledge and skills, and at the same time teach learners how to learn, giving them the ability, habits and passion to

learn and lifelong learning. Therefore, innovating teaching content and innovating teaching methods in the direction of modernization and technology is inevitable. Currently, in the world as well as in Vietnam, teaching method innovation is taking place very strongly in three main trends: positivity, individualization and technology to contribute to improving the quality of teaching. And to do this, schools need to have specific solutions in the application of information and communication technology to innovate teaching methods.

The Government and the Education and Training sector have considered the application of information and communication technology to innovate teaching methods as an important

breakthrough in improving the quality of education.

Responding to the new general education program 2018, well aware of the importance of applying information and communication technology to contribute to the innovation of teaching methods in primary schools in Thanh Thuy district, Phu Tho province has implemented many measures to promote the application of information and communication technology in teaching and management. Application of information and communication technology in teaching in Thanh Thuy district primary school, Phu Tho province initially achieved some results. As of the 2020-2021 school year, all primary schools in Thanh Thuy district are equipped with computer rooms, multi-function projectors for students and teachers to use. However, the effectiveness of information and communication technology application in teaching innovation is still limited.

There are many reasons leading to this situation, including those related to management: some administrators are not fully aware of the application of information and communication technology in teaching or learning. Due to the limited computer literacy, it is not possible to orient teachers to fully realize the role and meaning of the application of information technology in teaching innovation as well as to be aware of the true nature of teaching. of active teaching lesson plans with application of information and communication technology and active electronic teaching lesson plan. Many teachers have not mastered basic computer knowledge and skills; Some teachers also abuse information and communication technology in teaching and consider electronic presentations as electronic lesson plans. Besides, the investment in purchasing modern teaching equipment and building infrastructure for the application of information and communication technology in teaching is still weak. Computer rooms of new schools are only used to teach informatics as a subject, but the use of computer rooms, computer networks, and teaching software to create a multimedia teaching environment has not yet received due attention. ...

With the above reasons, the author has chosen to research the topic: "Management of information and communication technology application in teaching method innovation in primary schools in Thanh Thuy district, Phu Tho province meets the new general education program 2018".

## **2. Research Methods**

### **2.1. Group of theoretical research methods**

- Researching the education law, the documents of the Party and the State on the orientation of education and training development and the development orientation of the application of information and communication technology in

teaching innovation.

- Researching documents of the Ministry of Education and Training, Phu Tho Department of Education and Training related to teaching equipment, innovation of teaching methods.

### **2.2. Group of practical research methods**

- Survey method by questionnaire
- Professional solution
- Complementary method

### **2.3. Other methods of support**

Using mathematical statistical methods in processing survey data.

## **3. Overview of the problem research**

### **3.1. Foreign**

French Republic: A first national policy called Plan de Cancul proposed in the mid-1960s under President de Gôln.

Japan: Developing a national program named: "Plan for an information society - national goals until 2000" has been announced since 1972.

Philippines: The Philippines' National Information and Communication Technology Plan published in 1989 defines a common strategy to bring information and communication technology to the service of the country's socio-economic development in the 1990s.

Taiwan: In 1980 Taiwan's information technology policy was announced and the "10-year plan for information and communication technology development in Taiwan" mentioned the organizational structure of information and communication technology. domestic communication and what the government needs to do to develop information and communication technology and continue to be able to compete successfully in the world market.

Singapore: In 1981 passed a National Informatization Act that stipulates three tasks: First, to implement the computerization of all administrative work and activities of the Government. Second, coordinate education and training in informatics. Third, develop and promote the information technology service industry in Singapore. A National Computer Commission was established to direct that work.

Korea: E-government activities and information and communication technology applications are distinguished: Projects involving many ministries, branches and localities are considered as e-government projects. use centralized budgets. Information and communication technology application projects are conducted by each ministry, branch or locality using the recurrent expenditure budget or the information and communication technology "promoting fund" provided by the Ministry of Information and Communications.

manage. Correspondingly, there are two directing and coordinating bodies: the Computerization Promotion Committee and the E-Government Special Committee under the President's Government Innovation Board. The Computerization Promotion Board is tasked with overseeing and implementing policies, plans and projects to facilitate the promotion of Korea into an advanced information society. This committee is responsible for overseeing the computerization functions, initiating and revising the plan of computerization strategies and related implementation plans, and coordinating the development of projects and policies. , build and use national information superhighway, devise measures to manage and operate financial resources, evaluate the effectiveness of information and communication technology policies and activities Head of Department promoting computerization is the Prime Minister, 24 ministers are members, and the Ministry of Information and Communications is permanent. The Computerization Promotion Committee consists of the Informatization Executive Committee, consisting of 24 deputy ministers; The computerization advisory board consists of experts and businesses. Support in technical, implementation and implementation issues for the Computerization Promotion Board, which is the national computerization department under the Ministry of Information and Communications. There is also a National Informatization Review Board. The e-Government Special Committee under the Prime Minister's Government Innovation Board, consists of 18 members, including 5 Deputy Ministers of relevant ministries and many experts, mainly university professors. Standing is the Ministry of Internal Affairs. Supporting the Government Innovation Board is the office responsible for administration. The National Department of Informatization is responsible for supporting the implementation of public service innovation projects, reforming the legal framework on e-government; technical support of the divisions: subcommittee to prepare for meetings of the chairperson, working style reform subcommittee, infrastructure subcommittee, information and communication technology resources and architecture.

+ There is direct, regular and real participation from the highest levels of leadership (president, prime minister, ministers, deputy ministers).

+ Having a professional organizational structure with clear functions and real operations, not only meeting and directing without research and preparation like in Vietnam.

+ There are strong professional agencies such as the National Department of Informatization providing technical support and implementation of enforcement activities. After the steering committees have concluded, there will be someone responsible for implementation and reporting. The

technical content that needs guidance has been carefully prepared by a professional apparatus. It is noteworthy that the National Informatization Department, although under the Ministry of Information and Communications, still provides technical support to the Ministry of Home Affairs, acts as a bridge for e-government content and information technology application and communication, ensuring system consistency.

+ In-depth issues are researched and discussed carefully in the sub-committees before summarizing and consulting the members or discussing at the plenary session. (PCWorldVN Magazine, 2008)

Australia: in March 2000, the Council of Ministers supported the direction outlined in the document "Strategic Structures for the Information Economy", which includes two overarching school education goals for the information economy: First: All students will leave school as reliable, creative, and effective users of new technologies, including information and communication technologies and these students are also aware of the impact of these technologies on society. Second: All schools aim to incorporate information and communication technology into their systems, to improve student learning, to provide more learning opportunities for learners. and increase the effectiveness of their business internship" (Ron Toomey, 2019)

### 3.2. Vietnam

In Vietnam, there was a National Program on Information and Communication Technology (1996 - 2000) and a Project on Implementation of Information and Communication Technology at Party Agencies (2003-2005) issued with according to Decision 47 of the Secretariat of the Party Central Committee.

The Ministry of Education and Training has paid great attention to the application of information and communication technology in schools through the Directive on the tasks of special school years from the 2008-2009 school year selected as the school year with the theme: "A school year of information technology application and innovation in financial management"...In the following years, the Ministry of Education and Training continues to direct: "Promoting the application of information technology in educational management education, unifying state management of information and communication technology application in Education and Training..."

In recent years, the application of information and communication technology in the management and organization of teaching activities has been interested in research by many scientists. Scientific conferences and seminars on information and communication technology research have mentioned a lot about the management of

information and communication technology applications in education and its applicability to the Education and communication environment. Training in Vietnam such as:

- The scientific conference "Research and implementation of E-Learning" jointly organized by the Institute of Information Technology and the Faculty of Information Technology (Hanoi University of Science and Technology) in early March 2005 is a scientific conference on application of information and communication technology in the first education system held in Vietnam.

- National scientific conference on information and communication technology: "Technological and management solutions in the application of information and communication technology in teaching method innovation" organized by Hanoi National University of Education. In collaboration with the Higher Education project, held from December 9 to 10, 2006. The content of the conference includes the following main topics:

- + Technology solutions in teaching method innovation (school, university and graduate school): knowledge technology, open source technology, platforms and tools for creating content in E-Learning, standards for exchanging lecture content, technology in assessment,...

- + Solutions and strategies for developing application of information and communication technology in teaching method innovation: development strategy, management experience, organizational model of e-school, model of electric teaching death,...

- + The results and experiences of applying information and communication technology in teaching: building and using teaching software, electronic data warehouse, ...

During the seminars, scientists and managers boldly raised research issues, important positions, applications and development of information and communication technology, especially solutions to promote application of information and communication technology in education.

In recent times, there have been a number of master's of science theses on management and application of information and communication technology in teaching in high schools in our country have been successfully defended. Through the study, the authors confirmed the significance of applying information and communication technology in teaching, innovating teaching methods and the important role of management measures. Thereby, the authors also propose some recommendations to management levels such as Department of Education and Training, Department of Education and Training in implementing a number of management measures to apply information and communication technology.

access to teaching at schools under their management.

From the above analysis, the author finds that managing the application of information and communication technology in teaching method innovation in primary schools is a problem.

#### **4. Actual situation of information and communication technology application management in teaching method innovation in primary schools of Thanh Thuy district, Phu Tho province meets the new general education program 2018**

##### ***4.1. Managing the construction and use of multimedia classrooms***

As of the 2020-2021 school year, all primary schools in Thanh Thuy district, Phu Tho province built multimedia classrooms. When we conducted a survey on the educational administrators (Principals, Vice Principals) of 10 schools, the following results were obtained: Out of a total of 22 educational administrators of 10 elementary schools. school of Thanh Thuy district, Phu Tho province surveyed all found that building multimedia classrooms is really necessary.

##### ***4.2. Manage the use of teaching software and Internet access effectively***

###### *4.2.1. Manage the use of teaching software*

Understanding the features of teaching software for young education administrators is not a difficult problem, but it is extremely difficult for senior education administrators. In all ten principals of ten primary schools in Thanh Thuy district, half are elderly education administrators, so their access to information and communication technology is more difficult than the management staff. child education. And so the reality of managing the use of teaching software in ten schools is still limited. During the actual investigation in ten schools, it was found that: Out of a total of 22 educational managers of ten schools, only 9 education managers are interested in teaching software. The reality of the use of teaching software by the teachers of ten schools also speaks for itself. Among the teachers of ten schools who were asked about the interest of educational administrators in using their teaching software, the following results were obtained:

80% of teachers think that using or not using teaching software is not mandatory.

64% of teachers said that they have never been given the opportunity to participate in training courses to research on teaching software.

60% of teachers said that they did not receive information and communication technology support when they prepared lessons using the Lesson Plan with the application of information and communication technology.

From the above survey results, it shows that the

use of teaching software by teachers in ten primary schools in Thanh Thuy district has not been paid much attention by the educational management staff of ten schools. . Meanwhile, in order to design a lesson plan with the application of information and communication technology, the use of teaching software to design electronic materials is suitable for some contents of the lesson plan. Teaching with the application of information and communication technology is essential. Because schools are still weak at this stage, this is one of the reasons why there are still too few teachers participating in the preparation of lesson plans with the application of information and communication technology.

#### *4.2.2. Manage Internet access effectively*

In the information society, the Internet is an inexhaustible source of professional information and is extremely necessary in the professional activities of teachers. Exploiting Internet resources for teaching is an important skill of teachers in applying information and communication technology in teaching. Therefore, it can be said that the skill of exploiting and using the Internet is one of the most important skills of teachers today. It will help teachers in finding and processing information, in communicating with colleagues, students and many other things. Thanks to the Internet, teachers can consult online knowledge at any time. The Internet opens up a great prospect on the way to self-improvement of knowledge, giving teachers the opportunity to self-study and self-develop professional capacity. Through the Internet, teachers can also exchange information by electronic mail (E-mail). Teachers need to know the basic operations in receiving, viewing and sending e-mail, and at the same time need to be aware of and how to work via email: giving homework, reminding work, answering questions, personal question...Through the Internet, teachers also communicate and collaborate professionally with their colleagues, with other important partners such as students' parents, educational administrators and relevant social forces. However, the ability to exploit and use the Internet to serve the innovation of teaching methods as well as solve other jobs of primary school teachers in Thanh Thuy district is still limited. Most of the Internet access is only for reference but not effectively used. This is a problem that education administrators in the area need to pay attention to and take reasonable measures to overcome.

### ***4.3. The current situation of managing the design and use of lesson plans with the application of information and communication technology***

#### *4.3.1. Planning work*

The schools have relied on the guiding documents of the Department of Education and

Training of Phu Tho, the Ministry of Education and Training to plan for the implementation of information and communication technology application, as well as the preparation of the Plan. plan active lesson plans with the application of information and communication technology, plan to organize training sessions and competitions on teaching with active lesson plans using information and communication technology, propose measures to implement that plan, and also have a plan to purchase modern teaching equipment and introduce the design and use of an active lesson plan with the application of information and communication technology. to the emulation criteria. However, the plan is still at a general level, not really closely following the actual situation of pedagogical capacity, computer proficiency of teachers and school facilities in general, current teaching equipment. school in particular.

#### *4.3.2. Implementation organization*

The implementation stage of the schools has not been unified, mostly because the guiding documents are still very general, just strengthening, positive..., while the documents related to application and management The application of information and communication technology in teaching has not been fully provided, but most of the teachers are self-collecting and self-researching. At the same time, the process of designing an active teaching plan with the application of information and communication technology does not have specific instructions, making education administrators at schools very confused in organizing the learning process. From planning to training teachers in information and communication technology, purchasing modern teaching equipment, to coordinating and coordinating resources.

#### *4.3.3. Directing work*

The direction of implementation still has many obstacles and inadequacies such as the orientation for teachers on the design and effective use of the active teaching plan with the application of information and communication technology, but there is no direction. specific religion. How is the classroom teaching? Teach what? How is the essay? Ideas and how to design? There has not been a consistent direction from education administrators, so when organizing training courses to design active lesson plans with the application of information and communication technology, most of them are in the presentation style. Most teachers use Microsoft Office PowerPoint to design 35-minute presentations instead of whiteboards, even competitions for good teachers, seminars, lectures, etc. The deck is a slide show that leads to the abuse of information and communication technology in teaching. This situation is also caused by the

limitations of the orientation and organization of the educational administrators in the design and use of the lesson plan with the application of information and communication technology.

#### 4.3.4. Check

Evaluation is a very important activity in management work. The educational administrators of the schools have set out the plan right from the planning and implementation stages through training sessions, attending classes or contests... However, corrections and corrections are made. design and use of active lesson plans with the application of information and communication technology have not been effectively implemented. Because in reality, many times, they only launch and then plan to organize the implementation, but have not yet organized to summarize and learn from the implementation process.

#### \* General comment

Managing the teacher's lesson plan is one of the important tasks of the school's educational administrators. The lesson plan is a mandatory record for every teacher when going to class, checking the records, especially the teacher's lesson plan, takes place regularly. In fact, in ten primary schools in Thanh Thuy district, it is shown that administrators and leaders of specialized groups are only interested in the number of lesson plans, that is, they only check that teachers have prepared enough lesson plans. According to the prescribed schedule or not, the quality of each teacher's lesson plan cannot be verified. Most of the ten primary schools in Thanh Thuy district do not have a requirement that their teachers prepare an active lesson plan with the application of information and communication technology, so all ten schools do not have a specific plan. deploy the design and use of active lesson plans with information and communication technology applications for teachers.

The results obtained when conducting a survey on this issue in ten schools are as follows: 100% of administrators of ten schools believe that in order to improve the quality of teaching hours, it is necessary to strictly manage the design of the classroom. and using the teacher's lesson plan, but this is a very difficult job for the administrative staff because the number of lesson plans by the teachers of each school is very large. Out of a total of 22 administrators in ten schools, 15 administrators believe that applying for the entire school staff to prepare lessons by using an active lesson plan with the application of information and communication technology. communication is not possible.

Among the teachers of ten schools surveyed on this issue, there are: 100% of teachers think that the school has not had any guidance on the process of designing and using an Active Teaching Plan with

the application of technology, information and communication. From the results of this survey, it is shown that the management of the design and use of the Active Lesson Plan with the application of information and communication technology has not been paid enough attention by the management staff of the ten schools. .

#### **4.4. Assessment of the current situation of Information and Communication Technology application and management of Information and Communication Technology application in teaching method innovation in primary schools of Thanh Thuy district**

From the above studies on the current situation of information and communication technology application and management of information and communication technology application in teaching method innovation. The author sees the following strengths, weaknesses and reasons:

##### 4.4.1. Strengths

The management team and most of the teachers of the schools are aware of the importance of applying information and communication technology in teaching and innovating teaching methods. School facilities in general and teaching equipment in particular, necessary for the application of information and communication technology, have been initially invested. The Internet connection with ADSL line - an important condition for promoting and improving the quality of information and communication technology application in teaching has been implemented by all ten primary schools in Thanh Thuy district. Schools in the district actively participate in the information technology festival organized by Phu Tho Department of Education and Training and Thanh Thuy Division of Education and Training and have achieved remarkable results.

The level and computer skills of the staffs, teachers, elementary school staff and above are 869 people; 387 people with intermediate level of information technology or higher. The current manpower of primary schools in terms of the number of schools with teachers teaching informatics is 23, reaching 92%, and staff in charge of information technology with intermediate degrees in information technology or higher is 25, reaching 100%.

The application of information technology in management is demonstrated through electronic information exchange on the network between the Department of Education and Training and schools in the area via email with good efficiency. The application of information technology in teaching and learning has also achieved a number of results such as: the Department of Education and Training has proposed measures to encourage the application of information and communication technology

in teaching and building. building an electronic document system for teaching. Some schools already have e-learning materials libraries.

The percentage of lessons that apply information and communication technology at the primary school level is 48%, the percentage of teachers using the Internet for teaching is 88%, the percentage of students using the Internet at school is 15%. Exchange activities, learning experiences and applying information and communication technology are also focused.

#### 4.4.2. *Weak side*

Although some results have been achieved, the application of information and communication technology and information and communication technology application management in teaching method innovation in 10 primary schools in Thanh Thuy district, Phu Tho province There are still many limitations and shortcomings:

- Although school facilities in general and teaching equipment in particular for the application of information and communication technology in teaching have been purchased and purchased, they still lack much compared to actual needs. in schools: Electronic library room... is only available in 4 out of 10 schools. The exploitation and effective promotion of the use of school facilities and information and communication technology application infrastructure is still very low, and the number of teaching hours using modern teaching equipment is still small. Skills in using modern teaching equipment are not yet proficient and fluent.

- Most of the education staff and teachers lack basic computer skills knowledge. The way to exploit information and electronic materials on the Internet to integrate into active lesson plans with the application of information and communication technology is still limited. The design of lesson plans with the application of information and communication technology is still fragmented and spontaneous, without active management of this content.

- In terms of awareness: 100% of administrators and teachers are aware of the importance and effectiveness of the application of information and communication technology in the teaching process, but in the process of implementation there are still many disadvantage problems. There are many administrators and teachers who have abused information and communication technology rather than using it effectively. In recent years, the Ministry of Education and Training has directed the Departments of Education and Training, Departments of Education and Training in localities to actively eliminate "reading and copying" - removing passive teaching methods. But if the application of information and communication

technology in teaching is carried out according to the motto "projecting - looking - viewing - copying", "projecting - looking - reading - copying", using slideshows in the entire lesson will distract from the main content of the lesson. Students do not have time to record the content of the lecture, the teaching process becomes passive, making the lesson less effective. Thus, with this approach, teachers also make the teaching process more passive than "reading-writing".

- The consensus and consensus of educators and teachers in the design and use of lesson plans with the application of information and communication technology is not high.

#### 4.4.3. *Analyze objective and subjective causes*

The limitations and inadequacies of the application of information and communication technology and management of the application of information and communication technology in the innovation of teaching methods in primary schools in Thanh Thuy district, Phu Tho province have both origins and consequences. objective causes and subjective causes.

##### 4.4.3.1. *Objective reasons*

It can be clearly seen: facilities in general and teaching equipment in particular play a very important role in innovating teaching methods in schools. Especially in order to apply information and communication technology in teaching innovation, modern teaching devices play a key role. If the school cannot build multimedia classrooms, cannot purchase modern teaching equipment, and does not have enough computer rooms, it cannot apply information and communication technology in the process of organizing activities. It is possible to teach and, of course, it is impossible to innovate teaching methods in the direction of technology and do not convert the number of lessons effectively. Meanwhile, there are 6 primary schools out of 10 schools studied in Thanh Thuy district, which are lacking in facilities. Moreover, the application of information and communication technology in teaching method innovation is relatively difficult and relatively new for teachers of schools. The life of teachers is still difficult, many teachers have not yet equipped themselves with computers to use for lesson planning.

Besides, in order to have an hour of teaching with the application of information and communication technology, teachers have to prepare a lot of time and effort right from the stage of preparing lesson plans. Meanwhile, in addition to preparing lesson plans, teachers also have to do a lot of books in the teacher's file, not to mention the types of lesson plans, activity plans. outside of class time...

At the same time, teaching instead of teachers on

maternity leave or participating in training courses and seminars can cause teachers of schools to have to teach more classes. The above objective reasons have a great influence on the application of the lesson plan in teaching method innovation in primary schools in Thanh Thuy district, Phu Tho province.

#### 4.4.3.2. Subjective reasons

From a management perspective, educational administrators of ten primary schools in Thanh Thuy district, Phu Tho province have not really paid close attention to the application of Lesson Plans in teaching method innovation. specific management plan for this problem, just consider the application of lesson plan in teaching method innovation as a movement. The management team in response to the new requirements still has many shortcomings, has not really been proactive in creativity, still relies on them, and the effectiveness in management and administration is not high, because they have not actively studied to improving the level and capacity, not doing well in the democratic work in the school so that there is a situation where complaints are over-leveled, giving rise to internal conflicts, especially there is a phenomenon of violations of management principles, not regulated by law. gather and exploit the strengths of the teaching staff.

The results of the survey of teachers of ten schools show that they are still very confused when applying the lesson plan in teaching innovation. The reason is partly because the computer skills of the teachers are still limited, but mainly because they do not have the research, research and creativity to find good teaching methods including the information and communication technology applications.

Moreover, most of the teachers in the ten schools are young (over 60% of the total number of teachers in the ten schools are between the ages of 25 and 30), so they have no teaching experience. The efforts of some teachers are still limited, not enthusiastic, not drastic, not meeting the requirements of comprehensive quality improvement; The coordination between schools and other organizations in educating students is still not effective.

### 5. Discussion

Thanh Thuy district, Phu Tho province is a district with a lot of potential for socio-economic development in general and especially in education and training development. However, the quality of education and training of Thanh Thuy district in general and the quality of primary education and training of Thanh Thuy district in particular are still not commensurate with the development potential. Therefore, improving the quality of general education, especially primary education to improve the quality of human resources is a very necessary

requirement for Thanh Thuy district in the current period. And in order to improve the quality of general education, there must be a breakthrough in the innovation of teaching methods.

Practice shows that innovating teaching methods in the current period is an objective necessity and the application of information and communication technology to contribute to the innovation of teaching methods to meet the new 2018 educational program is the direction, the right way of the school. The direction of implementation still has many obstacles and inadequacies such as the orientation for teachers on the design and effective use of the active teaching plan with the application of information and communication technology, but there is no specific religion direction. How is the classroom teaching? Teach what? How is the essay? Ideas and how to design? There has not been a consistent direction from education administrators, so when organizing training courses to design active lesson plans with the application of information and communication technology, most of them are in the presentation style. Most teachers use Microsoft Office PowerPoint to design 35-minute presentations instead of writing whiteboards, even competitions for good teachers, seminars, lectures, etc. Using the entire lesson as a slide show leads to the abuse of information and communication technology in teaching.

### 6. Conclusion

The results of the survey on the current status of information and communication technology application in teaching method innovation in ten primary schools in Thanh Thuy district to meet the new general education program in 2018 show that the Information and communication technology to innovate teaching methods to meet the new general education program 2018 in primary schools in Thanh Thuy district, Phu Tho province has achieved certain results but still has many limitations. The Ministry of Education and Training launched the "Say no to reading and writing" movement, but if the teaching method is innovated improperly, there is an abuse of information and communication technology in teaching in primary schools only seems to change from "reading - copying" to "seeing - copying" or "Projecting - Looking - Seeing - Copying". To change this situation requires education administrators of ten schools in particular and all primary schools in Thanh Thuy district, Phu Tho province in general, to research and propose solutions to improve application capacity of information and communication technology in teaching innovation to meet the new general education program 2018 for teachers to contribute to improving the educational quality of the school where they are managing.



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# QUẢN LÝ ỨNG DỤNG CÔNG NGHỆ THÔNG TIN VÀ TRUYỀN THÔNG TRONG ĐỔI MỚI PHƯƠNG PHÁP DẠY HỌC Ở CÁC TRƯỜNG TIỂU HỌC HUYỆN THANH THỦY, TỈNH PHÚ THỌ ĐÁP ỨNG CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG MỚI 2018 THỰC TRẠNG VÀ NHỮNG VẤN ĐỀ ĐẶT RA TRONG CÔNG TÁC QUẢN LÝ

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**Đ**ổi mới phương pháp dạy học đang diễn ra hết sức mạnh mẽ theo ba xu hướng chính: Tích cực hóa, cá biệt hóa và công nghệ hóa nhằm góp phần nâng cao chất lượng dạy học. Để làm được điều này, các nhà trường cần phải có những giải pháp cụ thể trong việc quản lý ứng dụng công nghệ thông tin và truyền thông để đổi mới phương pháp dạy học. Tác giả bài báo đã tiến hành nghiên cứu điều tra khảo sát thực trạng quản lý ứng dụng công nghệ thông tin và truyền thông trong đổi mới phương pháp dạy học ở các trường tiểu học huyện Thanh Thủy, tỉnh Phú Thọ đáp ứng chương trình giáo dục phổ thông mới 2018 trong giai đoạn 2019-2021. Qua các số liệu điều tra khảo sát thu thập được tác giả bài báo đã tiến hành phân tích những mặt mạnh, mặt yếu, nguyên nhân chủ quan và khách quan từ đó đã đặt ra những vấn đề cần giải quyết trong công tác quản lý.

**Từ khóa:** *Quản lý ứng dụng công nghệ thông tin và truyền thông; Đổi mới phương pháp dạy học; Các trường tiểu học; Huyện Thanh Thủy, tỉnh Phú Thọ; Chương trình giáo dục phổ thông mới 2018.*