

# MANAGEMENT OF TEACHING EQUIPMENT IN PRIMARY SCHOOLS IN CLUSTER 3, PHU LY CITY, HA NAM PROVINCE IN THE CONTEXT OF DIGITAL TRANSFORMATION

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The position of teaching equipment in the current digital transformation context is not only a means of active support for the implementation of content and innovation of teaching methods, but also a means of providing new knowledge to students. In order to meet the requirements of innovation in program content and teaching methods, it is necessary to increase the effective use of teaching equipment, especially modern teaching equipment. Teaching equipment is especially important for elementary students because it helps them observe things and phenomena visually, helping students to understand more deeply the content of the lesson. This article evaluates the current situation of teaching equipment management in primary schools in cluster 3, Phu Ly city, Ha Nam province in the context of digital transformation, analyzing strengths and weaknesses, subjective and objective causes from which, 6 measures to effectively manage teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province are proposed in the current digital transformation context.

**Keywords:** *Teaching equipment; Management of teaching equipment; Primary schools; Digital transformation; Cluster 3, Phu Ly City, Ha Nam Province.*

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## 1. Introduction

Digital transformation in education has taken place for many years, but only with the appearance of the COVID-19 Pandemic (early 2020 to present) did digital transformation really accelerate. The position of teaching equipment in the current digital transformation context is not only a means of active support for the implementation of content and innovation of teaching methods, but also a means of providing new knowledge to students. In order to meet the requirements of innovation in program content and teaching methods, it is necessary to increase the effective use of teaching equipment, especially modern teaching equipment. Teaching equipment is especially important for primary school students because it helps them observe things and phenomena visually, help students understand more deeply about the content of the lesson and form good skills and skills, creating direct conditions for students to promote their positivity and initiative, develop creative capacity in acquiring knowledge and contribute to improving the quality of comprehensive education.

The current 2018 high school program is written in the direction of developing students's

qualities and abilities. Thus, teaching equipment is an important factor determining the success of the reform of curriculum content and textbooks at the primary level. In recent years, the use of teaching equipment in primary schools throughout the country in general and in Phu Ly city, Ha Nam province in particular has created a new learning atmosphere, creating favorable conditions for students. Teachers and students conduct teaching and learning activities in a lively and attractive way.

However, the reality of equipping, preserving and using teaching equipment in the teaching process at primary schools still has many shortcomings, especially the method of use. Like other primary schools, primary schools in cluster 3, Phu Ly city, Ha Nam province have had many advantages in the process of using teaching equipment. The management of teaching equipment has been paid attention, gradually put into orderly operation, initially achieved certain results. However, the equipping of teaching equipment has not really met the requirements of teaching innovation in primary schools. The training to raise awareness about the effects of using teaching equipment; fostering the capacity to use teaching equipment for teachers has

not been in-depth. The collection and self-made teaching equipment of teachers are not really active. The preservation and use of teaching equipment by teachers has not achieved high efficiency. When there was 4.0 technology revolution; when there is no widespread application of information and communication; when there was no digital conversion, teaching devices were mainly pictures, paper maps, visual aids...

These teaching devices did not meet the requirements of teaching and learning methods innovation, in addition, quickly damaged, degraded and wasted, old teaching equipment has not yet met the requirements of innovation in terms of form and content, as well as constantly updating information of teachers and students in the classroom. Managing teaching equipment in the current digital transformation context needs to remove most of the paper pictures, change them to electronic pictures, add more electronic learning materials, videos and clips according to the topics taught and especially, modern teaching equipment has been added such as e-learning materials to support teachers, simulation software, thereby creating a foundation for the application of new educational methods. Proposing key management measures to improve the efficiency of equipment, storage and use of teaching equipment, contributing to improving the quality of teaching when implementing the 2018 general program is an urgent task today.

## **2. Research Methods**

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

Researching documents related to teaching management and use of teaching equipment.

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

Observation method, Survey method by questionnaire, Method of collecting expert opinion, Interviewing method, Evaluation method, summarizing experience

### **2.3. Group of other methods**

The topic uses mathematical statistical methods to process research results

## **3. Research overview**

### **3.1. Foreign research**

Currently, innovation in teaching methods is a matter of great concern to the education sector and society. In the innovation of teaching methods, teaching equipment in primary schools is a particularly important factor. Visual teaching is one of the principles of teaching theory. Along with the development of ideas in the field of education,

psychology, the theory of visual teaching has made a new step.

Lotx Klinbo (Germany) emphasized the importance of teaching equipment (also known as teaching aids, teaching equipment, teaching tools...), “teaching equipment is all means of teaching. necessary materials for teachers and students to organize and properly and effectively conduct the process of upbringing and education in all subjects and grades.

At the American Technical Leaders Conference (2014), the authors Antonio Cartelli, Marco Palma, Maria Ranieri presented research results on applying experience Dale’s Tower of Experience; This is considered a model that combines a number of theories related to the design of instructions for using teaching equipment and the effectiveness of the student’s learning process.

Author David Dwyer (2013) has raised his opinion about using teaching equipment effectively when managers consider teaching equipment as tools and indicators for the assessment and prediction of teaching quality. In the United States, right from the first hours of language learning, modern teaching equipment was introduced into the curriculum. In the early 90s of the last century, at the elementary level, students used the Web Youtube.com as a school resource (Dwyer, 2013).

Cuban Larry’s work (1984), which shows the changes in American high school education in the 20th century, is filled with precious images of classrooms, textbooks, and test samples. The work identifies the general competency framework to be achieved by high school students, including 3 groups of competencies:

- Creative action, self-control.
- Use tools wisely.

- Interact with many social groups in a sociable manner. The work proposes to reform the national education system, first by developing a competency-based curriculum. Since then, the work has determined that in order to effectively manage teaching equipment in schools in general and high schools in particular, it is necessary to train human resources to work on school equipment. Managing the use of teaching equipment in association with the self-made teaching equipment; DIY practice of teaching equipment is considered a requirement in high schools (Larry, 2004).

### **3.2. Research in Vietnam**

In the document: “Some theoretical and practical issues of the construction and use of

teaching facilities and equipment in Vietnamese high schools”, author Nguyen Canh Chi presented out the views as the basis for the use of teaching equipment, determine the position and role of facilities and teaching equipment in high schools. The authors in the above study have commented: Teaching equipment must be used, effective use is the most basic goal and the only goal of the whole work of school equipment. Effective use of teaching equipment is a heavy and difficult task for teachers. This requires teachers to have high professional qualifications with the requirement of using teaching equipment (Chi et al, 2002)

Research works at home and abroad have emphasized the position and role of teaching equipment in teaching activities of teachers and students, many works have proposed necessary and feasible measures. In order to improve the efficiency of using teaching equipment in schools, the works have brought the use of teaching equipment as a way to organize the teaching process and have been used in different spaces. such as: subject classrooms, practice rooms, traditional rooms, smart classrooms... To date, there have been no studies on the management of teaching equipment in the context of digital transformation in primary schools, cluster 3, Phu Ly city, Ha Nam province.

#### 4. Research Results

##### ***4.1. Actual situation of managing the equipment, storage and use of teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the digital transformation context***

###### *4.1.1. Actual situation of managing the supply of teaching equipment*

In order to obtain accurate data on the situation of equipping teaching equipment of primary schools in cluster 3, Phu Ly city, Ha Nam province in the context of digital transformation, the author collected data on the equipment situation of 3 primary schools. Primary schools include: Nguyen Thi Minh Khai Primary School, Le Hong Phong Primary School and Thanh Son B Primary School, cluster 3, Phu Ly city, Ha Nam province in two years 2021, 2022 from the Phu Ly City Finance Department. The data shows that Nguyen Thi Minh Khai Primary School has the highest rate of spending on equipment (3.8%).

Regarding the plan to equip teaching equipment: The data in the table has shown the criterion that “administrators develop a reasonable and objective plan to equip teaching equipment to meet the needs of the first units per academic year” has the highest

average score, 3.56 points at a very good level. Every year, primary schools develop investment plans to equip facilities and teaching equipment. Principals of schools have paid attention to the work of teaching equipment, assigned a vice principal to manage and monitor the work of library equipment, but the construction of a plan to equip teaching equipment has not really been done. from teacher needs.

###### *4.1.2. Actual situation of managing the preservation of teaching equipment*

Regarding the plan to preserve teaching equipment: Through the data from the above table, it shows that the content “Developing a clear and periodic plan, regulation and process of preserving teaching equipment separately” achieved 3.04 points, decent level. This may be the principal of the school has made a periodical plan. However, the construction of a system of rules and regulations has not been detailed. Through interviews, teachers suggested that primary schools should have more communication plans on how to preserve teaching equipment, strengthen repair and regularly check teaching equipment. Should repair damaged teaching equipment and purchase new teaching equipment.

In terms of organization, direction and preservation of teaching equipment: Currently, in primary schools, the renovation and repair of teaching equipment has also been simplified in terms of procedures. Schools have rooms for teaching equipment; There is a system of cabinets, shelves, library corners, tables and chairs ... serving the minimum needs for the preservation and arrangement of teaching equipment. The management of the preservation of teaching equipment has also been paid attention by the school.

###### *4.1.3. Actual situation of managing the use of teaching equipment*

Along with the questionnaire, the author also collected the registers and used teaching aids of 3 primary schools. Combining the study of documents and questionnaires, it was found that the current situation of the management, exploitation and use of teaching equipment in 3 primary schools including: Nguyen Thi Minh Khai Primary School, Le Hong Phong Primary School and School Thanh Son B Primary School, cluster 3, Phu Ly city, Ha Nam province is as follows:

About the plan to use teaching equipment: The data from the table shows the content “Developing a plan to use teaching equipment every year” and “Developing regulations, regulations and

procedures on the use of teaching equipments” ranked the highest, with an average score of 3.10 points, no education administrators and teachers rated this criterion poorly. But primary schools have not yet completed the process of using official teaching equipment in writing to deploy to all parts of the school. There are education administrators and teachers who also suggested that primary schools in the cluster need to strengthen the development of rules, regulations and procedures on the use of teaching equipment, there should be a reward system, reasonable sanction; More propaganda on how to effectively use teaching equipment. Statistics from the above table show that the content “Directing the use, determining the roles and responsibilities of each department and individual for the use of teaching equipment” is only good. In fact, the primary schools in cluster 3, Phu Ly city have not clearly defined the roles and responsibilities of each department and individual for the use of teaching equipment. Therefore, the awareness and responsibility of each department and individual for the use of teaching equipment installed in the room and teaching equipment is not high.

Regarding the organization and direction of the use of teaching equipment: “Organizing and directing the use of scientific and reasonable teaching equipment” is the content with the average score of 2.79 points. This work has been implemented by the principals of the schools, but there are still many points that are not scientific and reasonable. Talking with educational administrators, teachers and students at primary schools in cluster 3, the author obtained the opinion that the ability to use teaching devices in some education administrators and teachers Students are still confused because they are not aware of the position and role of teaching equipment in their work, teaching, learning and research. There has been a part of educational administrators and teachers in the school who self-exploit and know how to use modern teaching equipment (computers, multi-function projectors, smart boards, teaching software, etc.), but this work has not been implemented and replicated in the professional group, in the school. In the professional activities, there has not been much focus on the teaching hours that require high technical skills in the use of teaching equipment.

Regarding testing and evaluation of the use of teaching equipment: The data from the above table shows that the content “Testing and evaluating the process of equipping teaching equipment regularly

and periodically” is only good, not be regular. In order for teaching equipment in primary schools to be used effectively, the school has paid attention to checking the use of teaching equipment through visiting class time, through a logbook of borrowing and returning equipment. The school has organized seminars on the use of teaching equipment in each professional group, seminars on information technology application in teaching and learning. The criterion “Implement training on skills in the use and management of modern teaching equipment for teachers and staff” has an evaluation score of 2.67 points. In fact, sending library staff and equipment to study and professional training on skills in using teaching equipment has not been regular. The library staff has not yet organized to guide teachers or invite experts to train teachers on the use of new and modern teaching equipment. From the above fact, the author found that the equipment staff of the schools are very difficult to work with.

The above is the practical basis summarized through the results of the actual situation investigation, data collection and processing. Based on this theoretical and practical basis, the primary schools in cluster 3, Phu Ly city, Ha Nam province need to strengthen the development of management measures to improve the effectiveness of using teaching equipment, applying information technology, etc. information in primary schools in the current period.

#### ***4.2. Measures to manage the equipment, storage and use of teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the current digital transformation context***

*4.2.1. Measure 1: Raising awareness for education administrators and teachers about the role and effects of teaching equipment and teaching equipment management in primary schools in cluster 3, Phu Ly city, Ha Nam province in the context of digital transformation*

Raising awareness for teachers, staff and students at cluster 3 primary schools, Phu Ly city, Ha Nam province, making a strong and profound change in the management team about the importance of the importance of teaching equipment management, propaganda for administrators, teachers and students about the importance of teaching equipment to improve the sense of responsibility of educational administrators and teachers in the management of equipment and teaching aids.

On the other hand, helping administrators, teachers and students to be aware of the role and

benefits of using teaching equipment and managing teaching equipment in primary teaching and its effects and values of using teaching equipment to the quality of lessons, contributing to the achievement of goals and content in the context of digital transformation.

To raise awareness about the role and position of teaching equipment and management of teaching equipment for educational administrators, teachers and students of primary schools, Principals need to:

Thoroughly grasp the legal documents related to teaching equipment such as Decree 52/2009/ND-CP dated June 3<sup>rd</sup>, 2009 detailing guidelines for the implementation of a number of articles of the Law on Management, use State property; Circular 63/2007/TT-BTC dated June 15<sup>th</sup>, 2007 guiding the implementation of asset procurement bidding in order to maintain regular operations of State agencies with state capital; Circular 131/2007/TT-BTC dated 5/11/2007 amending and supplementing Circular No. 63/2007/TT-BTC dated 15/6/2007; Law No. 09/2008/QH12 Law on Management and Use of State Property...

*4.2.2. Measure 2: Organize reasonable, scientific and effective equipment for teaching in primary schools in cluster 3, Phu Ly city, Ha Nam province in the digital transformation context*

The effectiveness of teaching devices in the educational process is undeniable. However, the effectiveness of teaching equipment depends on many factors such as quantity, quality, level of suitability with scale, practical requirements and financial capacity. Therefore, it is necessary to organize the procurement and equipping of teaching equipment reasonably, scientifically and effectively. In other words, it must be based on the budget, size and actual needs of the educational institution to purchase and enhance teaching equipment in the most reasonable and scientific way, which will bring effective results.

The teaching equipment management department in schools checks the use of teaching equipment through the book of borrowing and returning teaching equipment to statistics the frequency of teaching devices being used. Inventory of teaching equipment compared to the beginning of the school year. Statistics on the number of teaching equipment that can still be used, teaching equipment that needs to be maintained, can be reused, damaged teaching equipment cannot be repaired or can no longer be used and taught has been lost. The principal meets with groups and groups of experts and collects opinions. On the basis of

school size, classes, funding sources, requirements to meet practical education, actual demand for teaching equipment, schools organize surveys and consult online teachers. Continuing to use teaching equipment, feedback is collected from students who are observed, using teaching equipment in terms of form, quality, convenience, effectiveness and attractiveness, attracting students's excitement to participate in using teaching equipment after using the teaching device.

*4.2.3. Measure 3: Strengthen the plan to preserve and use teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the digital transformation context*

Strengthening the plan to preserve and use teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the context of digital transformation will help students interact directly with teachers's lectures. Students will actively and actively participate in learning. At the same time, it is possible to improve the efficiency of preserving and using educational equipment for officials and teachers at primary schools in the province.

The school needs to clearly define the responsibilities of each department and each member of the teaching equipment management apparatus, specifically: The principal has overall responsibility, through the vice principals, for planning the construction, equip, use and maintain the system of facilities throughout the school, organize the implementation of the plan and check the results. In addition, consulting with superiors, making plans to train and foster officials in charge of teaching equipment every year. Vice principals are responsible to the principal for the management of facilities and teaching equipment in the school, directing specialized groups and functional departments to develop plans related to the management of the school. Manage teaching equipment, test and evaluate the above activities. The professional team leader plans to exploit, use and preserve teaching equipment according to the content of the subject program. Urging the monitoring and evaluation of the use of teaching equipment in professional groups. Teachers are responsible for exploiting and effectively using teaching equipment that the school has and proposes when there is a need to equip them. At the same time, make a plan to use teaching equipment for each lesson, coordinate with the officer in charge of teaching equipment to prepare, arrange and arrange teaching equipment for the lesson. Borrow and return according to the time

and other regulations of the school or according to the instructions of the official in charge of teaching equipment. The principal organizes training to improve the qualifications of teachers and teaching equipment managers on professional skills in asset management and liquidation.

*4.2.4. Measure 4: Encourage the participation of forces inside and outside the school in equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the digital transformation context*

Bringing into play all possible capabilities of available teaching equipment, forces inside and outside the school have the highest efficiency in investing, equipping, using and preserving teaching equipment, identifying clearly define the responsibilities of all levels and sectors that need to pay attention to the cause of education, seeing that the immediate necessary job is to use school teaching equipment, creating the best learning conditions for students to study. and training, helping primary schools improve the quality of education, meeting the current requirements of innovation.

Enhancing the participation of individuals, families, groups, organizations and social communities in realizing the main goal of educational development is the socialization of education. Therefore, it is necessary to apply the following measures to strengthen the socialization of the development of teaching equipment:

Propagating and educating about the law, guidelines, guidelines and educational policies of the Party and the State, raising legal awareness not only for students' parents but also for education management staff and teachers and students in the development of teaching equipment. Measures to implement grassroots democracy regulations as well as experiences and lessons on community-based management need to be studied and applied in the process of enhancing socialization of education.

*4.2.5. Measure 5: Strengthen the application of information technology in management and check and evaluate the effectiveness of using teaching equipment in primary schools in cluster 3, Phu Ly city, Ha Nam province in the digital transformation context*

In order to coordinate effectively exploiting and managing the features of existing teaching equipment at the school, while overcoming existing shortcomings. Innovating testing and evaluation to improve the use efficiency of teaching equipment, contributing to enhancing management effectiveness, it affects the consciousness, behavior

and activities of teachers, improving the sense of responsibility, motivating and promoting the good performance of the task.

School principals must build an information technology application system in the use, preservation and management of teaching equipment in order to have accurate, complete and timely information on the school's regulations. to teachers through many channels. Thereby capturing fully, accurately and promptly the thoughts, aspirations and reflections from the teaching staff to the Head of the Department.

Building teaching equipment management software to help school leaders quickly access information, including statistics, equipment situation, usage situation as well as the liquidation process. related teaching equipment. In addition, it is necessary to consult with students in the use of teaching equipment in the teaching process of teachers in order to promptly correct problems that are not suitable with the practice posed in educational activities.

*4.2.6. Measure 6: Encourage teachers to design and use self-made teaching equipment in the teaching process, especially teaching devices with artificial intelligence application in primary schools in cluster 3, Phu Ly city, Ha Nam Province in the digital transformation context*

Encourage teachers to design and use self-made teaching equipment in the teaching process, especially teaching devices with artificial intelligence (AI) applications in schools to supplement teaching devices. Self-made with quality and efficiency suitable to the conditions of each school unit. Promoting the positivity and creativity of staff and teachers in research activities and making teaching equipment by themselves, serving practically the innovation of teaching methods, contributing to improving the quality of teaching and learning. Facilitating the exchange of experiences and mutual learning among teachers in improving teaching equipment, making their own teaching equipment with the application of artificial intelligence.

AI technology has brought very favorable conditions to the education industry. Teaching equipment powered by AI technologies will deliver better results in interacting with learners, both in the classroom and outside of the classroom. Teaching equipment with AI applications will make student learning more interesting and effective. Today thanks to digital assistants, AI algorithms, teachers

can design teaching devices that simulate real-life conditions in teaching, future generations hope to have access to an educational platform, quality education and will be able to learn more at a faster rate and most importantly, meet the desired needs of the learners. Through the design and use of self-made teaching equipment in the teaching process, teachers find that making a teaching device takes a lot of effort, time and money so that teachers can see the value of the device even more. Teaching is provided, there is more determination to effectively use teaching equipment. In addition, teaching devices with artificial intelligence applications will help teachers improve their research skills and update new technology trends in the digital transformation context.

### 5. Discussion

For the Department of Education and Training: Pay attention to leading and directing the review and development of investment plans for procurement of teaching equipment in accordance with reality, associated with use needs, avoiding redundancies, waste at schools; in line with the Project on investment in facilities and teaching equipment for the period of 2021-2025. The organization of procurement of teaching equipment must ensure the order and procedures as prescribed by law; consider and select a teaching equipment supplier that meets the standards of type, origin and technical standards; Strengthen the inspection and inspection of the management and use of teaching equipment for educational institutions according to Official Letter No.773/HD-SGDĐT dated April 21, 2014 of the Department of Education and Training guiding the equipment, management, exploitation and use of teaching equipment and subject classrooms.

For managers of primary schools in cluster 3, Phu Ly city, Ha Nam province: Strengthening the use of integrated capital sources in investment and procurement of teaching equipment, avoiding the situation of using equipment, being taught is old, damaged and backward in teaching; there are instructions for the liquidation of damaged and expired equipment and chemicals. There are solutions to mobilize social resources to contribute,

support the investment and purchase of teaching equipment; build more subject classrooms, function rooms...in accordance with standards and regulations. Pay attention to the arrangement of staff to manage teaching equipment; strengthen the inspection, inspection and evaluation of the supply and management.

### 6. Conclusion

Since the Ministry of Education and Training issued the Minimum Instruction List and Guidelines for the procurement, use and maintenance of teaching equipment, the management of teaching equipment, primary schools have made certain progress. However, the management of teaching equipment in primary schools has factors that are not suitable, the awareness of teachers and staff is not high in using and maintaining equipment; The forces in society have not yet been able to participate in investing in teaching equipment. Teaching equipment helps teachers diversify teaching methods, thereby effectively transmitting knowledge to learners; help learners actively and actively participate in the process of acquiring knowledge... Therefore, it is necessary to have effective measures to manage teaching equipment in order to contribute to improving the quality and effectiveness of education and training. in the school. The thesis has studied the theoretical basis of teaching equipment and management of teaching equipment in primary schools. Based on the scientific basis of the research problem and the requirements of general education innovation, in order to contribute to improving the quality of teaching equipment management, the author proposes 6 management measures. The proposed solutions have close relationships, supportive effects and are organically attached to each other to create a relatively complete system of measures. Based on practical conditions, each measure will have a different priority position; in the process of management can use, arrange measures to bring the highest efficiency. Measures proposed through surveys of administrators and teachers at primary schools in cluster 3, Phu Ly city, Ha Nam province are assessed as necessary and feasible.

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## QUẢN LÝ THIẾT BỊ DẠY HỌC Ở CÁC TRƯỜNG TIỂU HỌC CỤM 3, THÀNH PHỐ PHỦ LÝ, TỈNH HÀ NAM TRONG BỐI CẢNH CHUYỂN ĐỔI SỐ

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Vị trí của thiết bị dạy học trong bối cảnh chuyển đổi số hiện nay không chỉ là phương tiện hỗ trợ tích cực cho việc thực hiện nội dung và đổi mới phương pháp dạy học mà còn là phương tiện cung cấp kiến thức mới cho học sinh. Để đáp ứng yêu cầu đổi mới về nội dung chương trình, phương pháp dạy học cần thiết phải tăng cường sử dụng hiệu quả thiết bị dạy học, nhất là các thiết bị dạy học hiện đại. Thiết bị dạy học đặc biệt quan trọng đối với học sinh Tiểu học vì nó giúp các em quan sát sự vật, hiện tượng một cách trực quan, giúp học sinh nhận thức sâu hơn nội dung bài học. Bài báo này đánh giá thực trạng quản lý thiết bị dạy học ở các trường tiểu học cụm 3, thành phố Phủ Lý, tỉnh Hà Nam trong bối cảnh chuyển đổi số, phân tích mặt mạnh, mặt yếu, nguyên nhân chủ quan, khách quan từ đó đưa ra 6 biện pháp quản lý thiết bị dạy học hiệu quả ở các trường tiểu học cụm 3, thành phố Phủ Lý, tỉnh Hà Nam trong bối cảnh chuyển đổi số hiện nay.

**Từ khóa:** Thiết bị dạy học; Quản lý thiết bị dạy học; Các trường tiểu học; Chuyển đổi số; Cụm 3, thành phố Phủ Lý, tỉnh Hà Nam.