




The current situation of seniors' usage of active teaching methods during practicum – a case study in Vietnam

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ABSTRACT

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In Vietnam, pedagogical students are not just equipped with a system of knowledge and skills in the classroom, they also need to apply the knowledge and skills in general education through practicum. To develop learners' capacity, student teachers need to be equipped to use active teaching methods that are appropriate and promote positiveness. The use of pedagogical methods is most evident during a practicum. This article focuses on determining the reality of seniors who are about to become trained teachers and use pedagogical methods in general education when they join a practicum. The article uses a mixed methods approach, including qualitative and quantitative methods. The questionnaires were used to survey 122 seniors regarding the active teaching methods at the pedagogical school and applied during practicum. SPSS software was used for data analysis. The results show that pre-service teachers are aware of the importance of using active teaching methods when practicing. However, they are not proficient, have not applied a variety of these methods, and there is a significant difference in the way they are used by students of different disciplines. The research has implications for the process of training pre-service teachers. It is necessary to equip them to deal with issues related to active teaching methods. On the other hand, students need to actively apply these methods during the practicum. In addition to the efforts of student teachers, this issue needs the close coordination of pedagogical universities and practicum schools.

Contribution/Originality: The teaching competency of pre-service teachers is carried out through the process of students studying at pedagogical university and practicum at educational institutions. This study focuses on studying the ability of pedagogical students to apply modern teaching methods and techniques to internships at educational institutions.

1. INTRODUCTION

A positive teaching method is a system of guidelines to scientifically and appropriately implement teaching and unlock the positive nature of learners (Vinh, Oanh, Vãn, & Hoa, 2018). The benefits of using positive teaching methods are evidenced in improved learning quality and the learning outcomes of students (Aggarwal, 2014; Močinić, 2012). Bedgood et al. (2010) suggested that activities using positive learning methods are important factors in increasing learners' satisfaction with their individual and group learning progress. Moreover, according

to Hyun, Ediger, and Lee (2017) positive learning activities have a positive impact on students' satisfaction with their learning process.

However, it is still a challenge for many student teachers to access these learning approaches and positive teaching methods. This is a problem in many countries, such as in Australia (Northern Ireland Curriculum, 2007) and the US, during teacher training

The positive teaching method is based on cognitive and psychological theories on the positive activities of learners in personal development. Scientific methods are used, including statistics, design, synthesis, and pedagogical and psychological methods, which comprise direct and indirect observation of the educational and nurturing activities of learners in higher education institutions. Research demonstrates the necessity of positive methods to enhance the effectiveness of the learning process in meeting the objectives of professional training. At the same time, the study aims to develop practical exercises and teachers' skills through positive teaching methods that can be used in training at high schools and provide guidance for students (Zholdasbekov, Sikhynbayeva, Zholdasbekova, Lekerova, & Orasov, 2014). The positive teaching method will create conditions for learners to develop their thinking abilities, explore and develop their intelligence to the highest level, and reveal the potential of learners to solve problems (Michel, Cater, & Varela, 2009).

Many studies have shown the necessity of using positive methods to enhance the effectiveness of the learning process, meet the goals of specialized training, and develop instructors. Furthermore, practical exercises using positive teaching methods can be applied in training at schools and as guidance for students (Nhân, 2015; Thấn, 2013; Thủy, 2020; Tuyến, 2018; Zholdasbekov et al., 2014). The use of active teaching methods when participating in practicums is also an important step for students to have better job opportunities after graduation (Thủy, 2020; Việt, 2009). Therefore, this study aims to answer the following questions:

1. What is the level of awareness among pre-service teachers regarding the use of positive teaching methods during practicums?
2. What is the proficiency level of senior pre-service teachers using positive teaching methods during their teaching practicum?
3. What is the effectiveness level of senior pre-service teachers using positive teaching methods during their teaching practicum?

2. LITERATURE REVIEW

The positive teaching method has been used in many levels of education and subjects (Cương & Dung, 2012; Đức & Hằng, 2007; Hùng, 2008; Thấn, 2013; Việt, 2009). In the literature on teaching, methods such as lecturing, problem-solving and self-learning can be used, including the Know-What-Learning (KWL) method, the fishbowl method, and the jigsaw method. With the nature of educational subjects often targeting learners from bachelor's degrees and above, experienced teachers have used brain-based methods to explore learners' practical experiences. For older learners, understanding and performing tasks quickly is easier than for younger learners. At primary school age, teaching methods such as observation, questioning, practice and storytelling are suitable for natural and social subjects. Although these methods are mentioned separately, using a combination of teaching methods is necessary. According to Oai (2014) there are four basic characteristics of the positive teaching method: teaching with students at the center; focusing on training self-study and self-research methods; helping students to self-evaluate; and promoting the positive characteristics of students. Oai's identified some positive teaching methods such as the "questioning method," the "problem detection and solving method," and the "group cooperation method." These methods have their own advantages and disadvantages, so teachers need to have the appropriate skills to implement the positive teaching method effectively.

Many theoretical and experimental studies have shown that the system of positive teaching methods is diverse and rich and is applied throughout all levels of education, from primary to university (Bonwell & Eison, 1991;

Northern Ireland Curriculum, 2007; Zholdasbekov et al., 2014). Among them, the most common teaching methods include lecturing, discussion, simulation, and learning by doing. Each method has its own advantages and disadvantages (Hackathorn, Solomon, Blankmeyer, Tennial, & Garczynski, 2011; Northern Ireland Curriculum, 2007). The key is to choose a method that is suitable for the teaching objectives and the actual conditions of the teaching environment (lecturers, learners, content, and tools). According to Le and Do (2019) this will greatly impact the way of measuring and evaluating the teaching process, teaching activities, and specific disciplines.

Many sources have pointed out the barriers associated with incorporating these methods into the teaching and learning processes. According to Bonwell and Eison (1991) some of the psychological barriers include resistance to change in education, the influence of traditional teaching methods, the perceptions of both teachers and learners, discomfort caused by change, and minor encouragements. In addition, there are difficulties in handling the classroom content on a large scale, such as requiring a lot of preparation time, the lack of control and necessary skills, and learners being indifferent, which are objective factors that hinder the effectiveness of active teaching methods for teachers in general and trainees in particular (Le & Do, 2019; Reddy, 2019).

A change in mindset and perception of the roles of teachers and students is a fundamental factor in applying positive teaching methods. Current and future teachers have undergone a significant transformation from being mere knowledge-givers to becoming organizers of teaching activities. Teachers need opportunities to develop skills and creativity in educational programming (Northern Ireland Curriculum, 2007). Specific guidelines for teachers are also of interest to researchers, such as establishing the right mindset, preparing resources, planning, creating a neutral environment to stimulate debate, identifying strengths, providing support, and establishing orthodox views. Meanwhile, teaching methods encourage students' initiative and create opportunities for them to develop their individual abilities, make sound decisions, and take responsibility for their lives (Bonwell & Eison, 1991; Northern Ireland Curriculum, 2007).

Understanding and applying positive teaching methods is one of the important factors in evaluating the initial teaching ability of a teacher when applying for a teaching position at a school. However, there are only a few studies on the development of teaching skills for student teachers, which briefly mention the application of positive teaching methods during the internship process (Reddy, 2019). In addition, in the rapidly changing context of scientific and technological applications, the integration of technology in teaching is becoming increasingly popular, especially after the Covid pandemic, which has led to fundamental changes in the use of positive teaching methods (Babinčáková & Bernard, 2020; Varea, Gonzalez-Calvo, & García-Monge, 2022).

In Vietnam, a practicum is conducted after pedagogy for students studying at teacher education institutions. Student teachers who participated in teaching internships have already developed awareness and skills in using positive teaching methods during their training but opportunities for practical application may be limited. A practicum is considered one of the first steps in the professional practice process, marking the stage when student teachers have direct contact with the high school educational environment as teachers.

According to Tuyễn (2018) students' current ability to apply positive teaching methods was studied through a survey of second-year and third-year students. The author also identified reasons why the students' ability to use teaching methods was only average, such as "The content and duration of teaching through positive teaching methods is limited"; "Teachers only have time to provide theory, with little time to guide and train students in designing and applying positive teaching methods"; "Teachers are not strict enough and do not actively guide students in applying positive teaching methods"; "The school and department have not diversified the teaching competition that apply positive teaching methods"; "Students have not fully recognized the necessity of developing the ability to apply positive teaching methods"; "Students are not self-disciplined, active, or proactive in researching and applying positive teaching methods"; and "Students have not been specifically and thoroughly guided by high school teachers on positive teaching methods when practicing and training in the teaching profession". Therefore, the article proposes suggestions for developing the capacity to apply positive teaching methods for students, such as

“Strengthening education on self-study awareness, proactive research, positive thinking, and active application of positive teaching methods for students”; “Training and developing positive teaching methods for students”; “Diversifying competition that applies positive teaching methods for students”; “Applying micro-teaching methods in training the skills needed to apply positive teaching methods for students”.

The topic has identified causes and proposed solutions to enhance the ability of students to apply positive teaching methods. However, it has not yet identified the main factors affecting the capacity of students to apply positive teaching methods from which appropriate measures can be proposed. In addition, the topic mainly focuses on observing and investigating second- and third-year students who have no experience in teaching or practicing pedagogy, so their practical experience may not be as authentic as seniors. However, the percentage of students who lack confidence in their ability to apply positive teaching methods is quite high. Furthermore, many students have not mastered the theory of positive teaching methods and have not had much practical experience before their pedagogical internship. This shows that students need to spend more time and be trained more in positive teaching methods. Measures to develop the capacity of teacher education students in applying positive teaching methods have been proposed, such as “developing reference materials”, “applying the learning model through experience in teaching”, and “using role-playing combined with micro-teaching in the pedagogical practice course”. However, the topic mainly discusses the role of teachers in developing the capacity of student teachers to apply positive teaching methods without addressing subjective factors related to students or the participation of other parties, such as the school or internship sites (Hào, 2018).

3. METHODOLOGY

3.1. Data Collection

The purpose of the survey is to gather information about the current situation regarding seniors' skills in using active teaching methods during their practicum and the factors affecting these skills.

Information was collected from 122 students at a pedagogical university and analyzed based on three main academic groups over a period of six months:

- The Education Science group accounted for 28.69% (35 surveys)
- The Natural Science group accounted for 31.15% (38 surveys)
- The Social Science group accounted for 40.16% (49 surveys)

We also conducted in-depth interviews with four teachers and nine students at the teaching practice facility, and nine seniors from the three academic groups.

3.2. Instrument and Data Analysis

Both quantitative and qualitative methods are used, including a survey questionnaire, in-depth interviews and observations. SPSS software was used for the analysis with related data on quantity, average score, standard deviation, and rank. To gather information on the current use of active learning teaching methods by students during their teaching practice, the research team conducted a survey using a list of active learning and teaching methods and supporting methods, focusing on the level of implementation and effectiveness. For the level of implementation, we provided different levels for the students to choose from: Always/Very strong (5 points); Often/Strong (4 points); Normal (3 points); Sometimes/Less (2 points); Never (1 point).

To determine the scale, we calculated the difference score of the scale as follows: (Maximum score minus minimum score) divided by the number of levels. The result is: $(5-1):5 = 0.8$.

3.3. The Reliability of the Instrument

The results of the reliability of the measurement tool used to assess the skill level in using the positive teaching method among seniors (see Table 1) show that the rating scales and measurement scale have Cronbach's alpha

reliability coefficients ranging from 0.727–0.941; the measurement scale achieves a good level, and all observed variables are > 0.3 .

Based on the correlation analysis between methods and skills in using active teaching methods, we can see that there is a strong correlation (Sig < 0.001 and $r = 0.69$) between the level of implementation of active teaching methods and the effectiveness of those methods. There is also a high consistency between the level of implementation of active teaching methods and the level of implementation of skills (Sig < 0.001 and $r = 0.65$), and there is a significant correlation between the level of implementation of skills in using active teaching methods and the effectiveness of those skills (Sig < 0.001 and $r = 0.7$).

Table 1. Reliability of the measurement tool to assess the skill level in using the positive teaching method of seniors in the process of student teaching practice.

(Number of people sampled = 122)	
Measurement scales	Cronbach's alpha coefficient
The skill level of using the positive teaching method	0.938
The effectiveness level of using the positive teaching method	0.941
The factors influencing the use of the positive teaching method	0.739
The proposed measures to enhance the use of the positive teaching method	0.919

Table 1 shows no correlation between the level of implementation of active teaching methods and their effectiveness in the natural science group (Sig > 0.005). There is also no consistency between the level of implementation of active teaching methods and the level of implementation of skills (Sig > 0.005).

There is a high correlation between the level of implementation of skills in using active teaching methods and the effectiveness of those methods (Sig < 0.001 and $r = 0.81$).

In the social science group, there is a strong correlation between the level of implementation of active teaching methods and their effectiveness (Sig < 0.001 and $r = 0.57$). There is no consistency between the level of implementation of active teaching methods and the level of implementation of skills (Sig > 0.005).

There is a linear correlation between the level of implementation of skills in using active teaching methods and their effectiveness (Sig < 0.001 and $r = 0.59$).

4. RESULTS

The survey of 122 seniors found that up to 92.63% believed that they understood positive teaching methods either very well or to some extent; 5.74% reported that they had only heard of it but hadn't investigated it; and 1.64% had no knowledge of positive teaching methods. Overall, seniors have a basic grasp of the concepts and content related to positive teaching methods. The statistical data from the following questions reflect the specific and comparative perceptions and actions of students regarding their knowledge and application of positive teaching methods during their internships, as well as findings related to the sources of information about positive teaching methods that students have access to during their studies and how they develop their professional skills.

4.1. The Current State of Students' Awareness of the Skill of Using Active Teaching Methods

The authors conducted a survey and obtained evaluations from students on the importance of the skill of using active teaching methods, and the results are as follows: 54.92% of students considered the skill of using active teaching methods very important; 36.89% considered it important; 6.56% evaluated it as normal, and only 1.64% evaluated it as unimportant.

The authors also interviewed some students and obtained the following opinions:

Student 1: "Active teaching methods make me more confident in class because they attract the participation of most learners, so the teaching method definitely plays a very important role."

Student 2: "The role of active teaching methods cannot be denied because to avoid boredom in learning, we must have alternative teaching methods to replace traditional ones."

Student 3: "In my opinion, active teaching methods are also important, but it depends on each lesson because there are some subjects that only traditional methods are suitable for, and above all, a harmonious combination of methods is needed."

Student 4: "In my opinion, it's not that important because I usually just give presentations, but I still manage to attract learners."

When interviewing the nine seniors who are participating in teaching internships, their opinions also showed that students' awareness of the skill of using active teaching methods is still low because they only pay attention to these methods without researching the skill. Students often focus more on learning how to implement teaching methods than understanding the concept of each method, especially the skill of using active teaching methods.

Table 2. Sources of learning for students.

Source of accessing positive teaching methods for students	Number of responses		Percentage ratio (%) of the number of people
	Number	Percentage ratio (%)	
Through books and materials	75	17.9	63.6
Through the internet	78	18.7	66.1
Through the course on teaching methods	95	22.7	80.5
Through teachers	97	23.2	82.2
Through participating in social activities	31	7.4	26.3
Through teacher training centers	42	10.0	35.6

Table 2 indicates that positive teaching uses many different methods: 17.9% of students chose to study through books; 18.7% acquired skills through the internet; 22.7% used a positive teaching course; 23.2% acquired skills through teachers; 7.4% believed that they have trained and developed their skills in using the positive teaching method by participating in social activities; and 10% learned about positive teaching methods through a teacher training center.

From the interviews conducted with the students, some of the opinions obtained are as follows:

Student 1: "I was exposed to the positive teaching method when I was in 10th grade because I participated in teaching activities in my hometown. I learned from those who came before me and, from there, I also learned some positive teaching methods. When I went to university, I studied the specialized teaching method course, so I also have more skills in using the positive teaching method."

Student 2: "I mainly learned through the way teachers teach and through the specialized positive teaching method course and the teacher training center."

Student 3: "Through the subject on campus and the teaching methods of the teachers that I knew taught me about the positive teaching method. Moreover, I also see a lot of talk about the positive teaching method on YouTube."

Student 4: "The curriculum mentions positive teaching methods, so that's how I know about it. I also studied the specialized teaching method course in which I was trained about positive teaching methods."

Student 5: "I am aware that the positive teaching method is very important, but I feel that it is very difficult to apply those methods. Some methods are very good, but the way to use them is a bit complicated, and my skills are not good enough, so it is difficult to incorporate them into the teaching process."

Student 6: "In all my class hours, I use the positive teaching method because I feel that students will enjoy learning much more."

Student 7: "I have the motivation to teach when using the positive teaching method because every time I use the positive teaching method, students are excited to participate, so I am very happy."

Student 8: "When using active teaching methods, I feel confident, and the lesson becomes more interesting. However, sometimes I struggle to combine different methods, and I'm not sure if I'm using them correctly."

Student 9: "When using active teaching methods in class, I see students being more proactive, creative and engaged. They can approach the lesson from different perspectives."

Students' skills in using active teaching methods are developed and enhanced through their learning process at university. Through courses in teaching methods, and especially through their teachers, students observe and gain access to various active teaching methods, which they learn and use during their internships. This shows that students are focused on learning and are interested in active teaching methods.

Not only are these methods observed within the university or on websites, participating in social activities also helps students develop their skills in using active teaching methods. This indicates that a significant number of students are dynamic and have a strong spirit of learning.

4.2. The Current Situation of the Level and Effectiveness of Using Active Learning Methods by Seniors in Practicum

The usage levels of the scale are: Not used ($1 \leq \bar{X} < 1.8$); Rarely used ($1.8 \leq \bar{X} < 2.6$); Moderately used ($2.6 \leq \bar{X} < 3.4$); Frequently used ($3.4 \leq \bar{X} < 4.2$); Always used ($4.2 \leq \bar{X} < 5$).

The effectiveness levels of the scale are: Not effective ($1 \leq \bar{X} < 1.8$); Slightly effective ($1.8 \leq \bar{X} < 2.6$); Moderately effective ($2.6 \leq \bar{X} < 3.4$); Relatively effective ($3.4 \leq \bar{X} < 4.2$); Highly effective ($4.2 \leq \bar{X} < 5$).

The current state of usage levels of positive teaching methods during the teaching practicum at the training base is reflected in the data in Table 3.

Table 3. The level of use and effectiveness of various reflective teaching methods during the practicum.

No.	Positive teaching method	Level of use			Level of effectiveness		
		Mean	SD	Rank	Mean	SD	Rank
1	Flashlight method	2.50	1.14	8	3.02	1.12	10
2	Consulting experts	2.43	1.19	9	3.16	1.09	7
3	Question and answer	4.03	1.08	2	3.84	0.85	1
4	Expressing opinions and recording them on a board	3.48	1.07	3	3.75	0.72	3
5	Group work	4.07	0.87	1	3.84	1.06	1
6	Fishbowl	2.25	1.08	11	2.89	1.04	11
7	Screening	2.16	1.08	12	2.73	1.04	12
8	Anchoring knowledge through puzzles	2.75	1.25	7	3.06	1.08	9
9	Scenario-based learning	3.21	1.18	4	3.37	1.11	4
10	Role-playing	2.76	1.14	6	3.18	1.04	6
11	Step-by-step process	2.41	1.10	10	3.08	1.13	8
12	Visualizing	3.03	1.35	5	3.36	1.19	5
Mean		2.92	1.12	x	3.27	1.04	x

For usage level, positive teaching methods are used at an average level in the teaching process of seniors ($\bar{X} = 2.92$, with SDs ranging from 2.41 to 4.07). Specifically, the methods corresponding to the usage level were divided into groups:

Frequently used methods include group work ($\bar{X} = 4.07$), question and answer ($\bar{X} = 4.03$), brainstorming ($\bar{X} = 3.48$), and case studies ($\bar{X} = 3.21$).

Moderately used methods include visualization ($\bar{X} = 3.03$), role-playing ($\bar{X} = 2.76$), and puzzle-based learning ($\bar{X} = 2.75$).

Less frequently used methods include the flashlight method ($\bar{X} = 2.5$), expert consultation ($\bar{X} = 2.43$), and the process-oriented method ($\bar{X} = 2.41$).

In addition, data on the effectiveness of these methods has also been studied. The uniformity of the usage level and effectiveness is quite equivalent. In general, the achieved effectiveness is mainly concentrated at two levels: moderately effective and relatively effective.

Relatively effective methods include group work ($\bar{X} = 3.84$), question and answer ($\bar{X} = 3.84$), and brainstorming ($\bar{X} = 3.75$).

Moderately effective methods include case studies ($\bar{X} = 3.37$), visualization ($\bar{X} = 3.36$), role-playing (3.18), expert consultation ($\bar{X} = 3.16$), the process-oriented method ($\bar{X} = 3.08$), puzzle-based learning ($\bar{X} = 3.06$), the flashlight method ($\bar{X} = 3.02$), the fishbowl method ($\bar{X} = 2.89$), and the screening method ($\bar{X} = 2.73$).

Through in-depth interviews with some students during their teaching practice regarding the use and effectiveness of the aforementioned positive teaching methods, they believed that applying positive teaching methods brings higher effectiveness than simply using the lecture method. The process of learning and applying positive teaching methods by student teachers are taught during their studies at teacher training school, with support from their supervising teachers helping them to confidently implement positive teaching methods, combine them with professional activities according to lesson research, and sharing teaching methods. This creates opportunities for students to apply positive teaching methods in classrooms and brings significant effectiveness to class hours. The methods that have a higher level of effectiveness are those that are performed more frequently in the classroom.

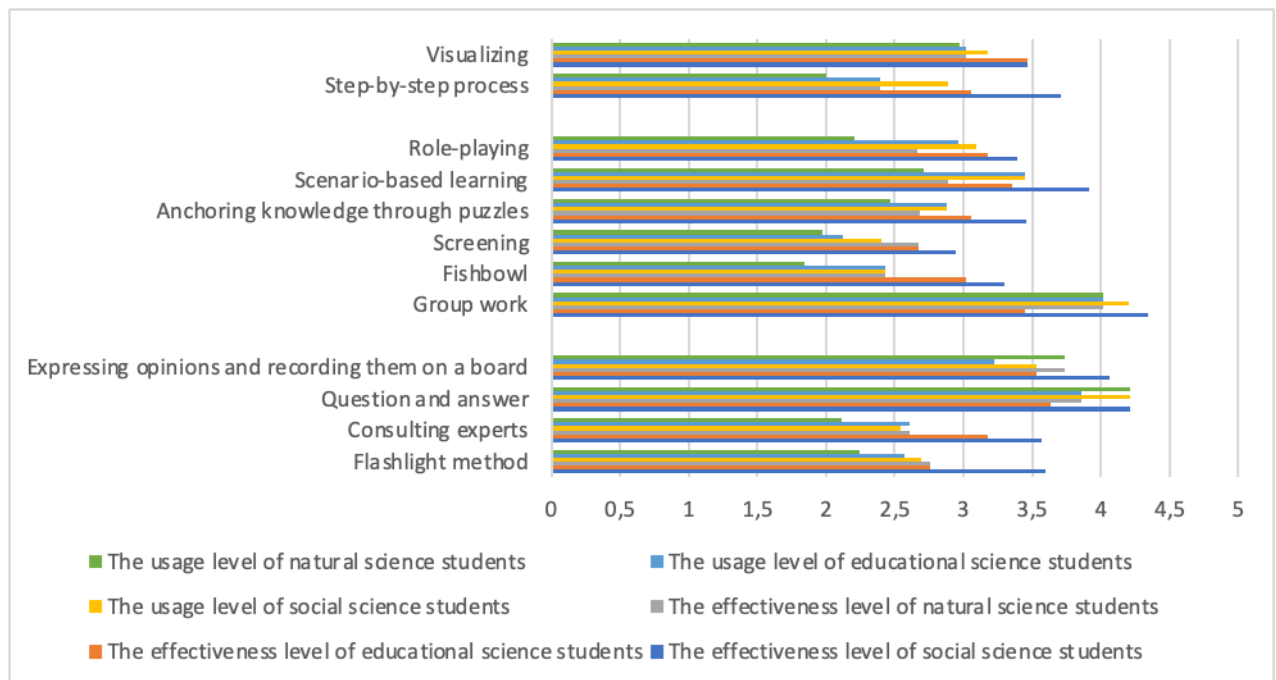


Figure 1. The usage and effectiveness levels in applying teaching methods during the practicum among the social, education and natural science groups.

Figure 1 shows the comparison of the social science, education science and natural science groups regarding the level of usage and effectiveness in applying teaching methods during the practicum. The natural science group had the lowest usage rate of positive teaching methods. To explain this, the students in this group were interviewed, and the following responses were obtained: Student A, a natural science major, said, "I really want to apply positive teaching methods to my internship, but I have difficulty explaining the theories and theorems in seventh grade math that require a lot of explanation for students to understand. Therefore, I mainly use presentation methods and small-scale activities such as pair discussions and group work during class time." Student B, an education science major, said, "I have applied positive teaching methods, but I have difficulty explaining them to students because they have never practiced those methods. Therefore, the explanation takes up time, which can lead to burning

lesson plans and affecting teaching internship results." Student C, an education science major, said, "I find that positive teaching methods are very effective and increase student interaction in class. Even students feel much more positive and excited than with pure lecture methods." Regarding the effectiveness of positive teaching methods, the research shows that the social science group found positive teaching relatively effective, with an average of 3.64, followed by the education science group with an average effectiveness score of 3.21, and the natural science group had the lowest average effectiveness score of 3.02. For the specific positive teaching methods, there were no significant differences in the usage and effectiveness among teaching disciplines.

However, research has identified some methods that differ in rank, such as the visualization and flashlight methods, that are more commonly used and effective in the natural science group compared to the social and education science groups; role-playing and process methods were preferred by the social science group, followed by the education science group and then the natural science group.

To explain this phenomenon, through observing the practical process of teaching, the research group found that there is differentiation in the selection of positive teaching methods among the groups based on the content being taught. The natural science group incorporates experimental activities into teaching (for chemistry, physics, etc.), so they prioritize visualization methods and use flashcards to quickly assess students' understanding. For the social and education science groups, the trend is to include real-life situations in teaching and apply theory to practical situations, so students choose the role-playing method.

Therefore, the positive teaching methods mentioned have been initially used and are effective in the seniors' teaching practice process with relatively similar results, which is a premise for further evaluation of complementary methods and positive teaching techniques.

Table 4. The level of use and effectiveness of supplementary methods during the practicum.

No.	Supplementary method	Level of use			Level of effectiveness		
		Mean	SD	Rank	Mean	SD	Rank
1	Red light, green light learning by teaching	1.97	1.01	11	2.66	1.07	11
2	Learning by teaching	2.57	1.38	7	3.04	1.15	8
3	Collect knowledge on paper	2.99	1.36	4	3.29	1.24	4
4	Display posters	2.80	1.22	5	3.29	1.19	4
5	Introduce products	3.16	1.36	2	3.30	1.19	3
6	Guided hands	2.62	1.17	6	3.10	1.10	7
7	Step-by-step	2.46	1.22	9	2.88	1.11	9
8	Project	2.56	1.25	8	3.11	1.24	6
9	Express opinions	3.07	1.28	3	3.48	1.11	2
10	Teaching games/Puzzles	3.21	1.34	1	3.56	1.17	1
11	Letter to yourself	2.29	1.28	10	2.97	1.29	10
Mean		2.70	1.26	x	3.15	1.17	x

Table 4 shows the level of usage and effectiveness of some active teaching methods. Statistics on 11 common supplementary methods show that these techniques are used at an average level ($\bar{X} = 2.7$), while their effectiveness is at a moderate level ($\bar{X} = 3.15$). These supplementary methods have lower levels of usage and effectiveness compared to the active teaching methods analyzed above ($\bar{X} = 2.92$ and $\bar{X} = 3.27$). The supplementary methods with moderate levels of usage are the pedagogical games and puzzles method ($\bar{X} = 3.21$), the product introduction method ($\bar{X} = 3.16$), the opinion expression method ($\bar{X} = 3.07$), the knowledge collection on paper method ($\bar{X} = 2.99$), the poster presentation method ($\bar{X} = 2.8$), and the hand-holding method ($\bar{X} = 2.62$). The less commonly used supplementary methods are the teaching by learning method ($\bar{X} = 2.57$), the project method ($\bar{X} = 2.56$), the step-by-step method ($\bar{X} = 2.46$), the letter to oneself method ($\bar{X} = 2.29$), and the red light, green light method ($\bar{X} = 1.97$). Overall, when they are applied, the supplementary methods bring relatively effective results to the teaching hours of student teachers. The statistical data reflects no significant difference between the level of usage and effectiveness. Through direct exchanges, some students share that there

are supplementary methods they are not familiar with, have not had the opportunity to access, or do not understand enough to apply, such as the red light, green light method and the letter to oneself method. The more popularly used methods are more effective and more conveniently integrated into lesson content, have full support resources, have been practiced by students, or have been taught and have been observed in practice, so they are more likely to apply and evaluate the effectiveness of the supplementary method.

4.3. The Current Situation of the Level of Use and Effectiveness of Using Positive Teaching Methods by Seniors During Their Teaching Practicum

Table 5. Assessment of the appropriate level of implementation and effectiveness of using positive teaching methods by seniors during their teaching practicum.

No.	Teaching skills using positive teaching method	Level of use			Level of effectiveness		
		Mean	SD	Rank	Mean	SD	Rank
1	Skills in setting learning goals and cognitive requirements for learners	3.88	0.88	2	3.84	0.76	4
2	Skills in selecting positive teaching methods based on the content, student characteristics, teaching abilities, etc.	3.84	0.89	5	3.82	0.79	6
3	Skills in designing and planning corresponding learning activities	3.63	0.90	13	3.76	0.68	10
4	Skills in planning and preparing the classroom environment	3.87	0.78	3	3.93	0.68	1
5	Skills in preparing appropriate teaching aids and equipment for the teaching method and content	4.03	0.77	1	3.93	0.76	1
6	Skills in organizing and implementing teaching activities according to the planned schedule	3.85	0.79	4	3.75	0.80	11
7	The skill to stimulate self-motivation, proactivity, and positivity among students	3.77	0.83	7	3.79	0.76	8
8	The skill to use (And adapt) flexible teaching methods based on the classroom situation	3.74	0.87	11	3.78	0.73	9
9	The skill to use teaching methods that are appropriate for the duration of the lesson	3.75	0.79	9	3.85	0.76	3
10	Skills in combining multiple methods appropriately	3.75	0.79	9	3.81	0.84	7
11	Skills in using a variety of teaching aids	3.81	0.82	6	3.84	0.76	4
12	Skills in distinguishing between the details and specifics of teacher activities and student activities	3.77	0.83	7	3.60	0.80	13
13	Skills in monitoring, checking, and evaluating the quality of the lesson	3.69	0.83	12	3.75	0.79	11
Mean		3.80	0.83	x	3.80	0.76	x

Based on the data in Table 5, it can be seen that there is a strong correlation between the level of use and the level of effectiveness in seniors' use of positive teaching methods during their teaching internship, with an average of $\bar{X} = 3.8$ on a 5-level scale. "Skills in preparing teaching equipment appropriate to the teaching method and content" was evaluated as the most frequently used ($\bar{X} = 4.03$) and most effective ($\bar{X} = 3.93$). Positive teaching methods require teachers to prepare thoroughly before entering the classroom, and preparing appropriate equipment for the teaching method and content is considered a sign that the teacher understands the content and the positive teaching methods to be used. Factors such as "Skills in setting learning goals and cognitive requirements for learners", "Skills in planning and preparing the classroom environment", and "Skills in selecting positive

teaching methods based on content, student characteristics, teaching ability" were also shown to have a high level of use and effectiveness, with a correlation between them ($3.82 \leq \bar{X} < 3.93$). These are all factors in the process of preparing the lesson plan before entering the classroom. This shows that the students highly value the preparation process for the lesson before entering the classroom and also perform this process quite well. The factor "Having the skill to monitor, evaluate and assess the quality of the lesson" had a lower level of use ($\bar{X} = 3.69$) and effectiveness ($\bar{X} = 3.75$) than other factors. This factor is related to the process after the lesson in the plan. It can be seen that students often focus more on the preparation and implementation process of the lesson than the post-lesson process. To develop positive teaching methods, students need to focus on both the post-lesson process, which is an important step in reviewing strengths, weaknesses, and developing and improving both the positive and negative aspects of the lesson for the next lesson.

The factor "Organizing skills to implement teaching activities according to the planned schedule" is considered to have a high level of usage ($\bar{X} = 3.85$) but lower effectiveness ($\bar{X} = 3.75$). This is understandable because during the teaching process, there are many situations that may arise in the classroom environment that make it difficult to follow the planned teaching schedule. Additionally, the lack of experience of the students in standing in front of a class may also result in not closely adhering to the teaching plan.

From the in-depth interviews with four internship supervisors at educational institutions, most opinions indicate that the students have not yet effectively implemented positive teaching methods. Some methods have not yielded the expected results, and students should not focus too much on the techniques but rather consider the effectiveness of those techniques for the lesson. In reality, observation shows that students are still not flexible in using positive teaching methods. When interviewing nine learners (including students and pupils) who participated in the teaching sessions of the intern teachers, the following results were obtained:

Student 1: "We are very excited about the teaching of the teachers. We don't feel bored or sleepy because the teachers give us a lot of activities."

Student 2: "The teachers have very new teaching methods that help us absorb the lesson easier."

Student 3: "I really look forward to the practicum classes of the teachers because they have very good teaching methods. We get to practice a lot, work in groups, and remember the lessons quickly."

Student 4: "I like the practicum classes of the teachers because we get to play a lot but still understand the lesson."

Student 5: "There is a teacher who teaches very well but there is also a teacher who is very boring. She talks quietly and just lectures us and has us do presentations."

Student 6: "The practicum teachers are very enthusiastic, and they teach the lessons very well. I like the classes that they teach."

Student 7: "The student teachers use a lot of very good teaching methods. We always have to brainstorm and work very actively. But sometimes we feel a bit tired because we have to work too much."

Student 8: "As a senior student, I am the same age as the practicum teachers. We are not only interested in the classes, but we learn a lot of different effective teaching methods to apply in our own teaching hours, such as game-based learning, the tablecloth method, process-based learning, and the fishbowl method."

Student 9: "Among the practicum teachers, there is one who only lectures and has us take notes, so the classes are quite normal and sometimes we feel bored. I hope the teacher will have more effective teaching methods."

Through this, we found that some students have performed well in using positive teaching methods during their internship, making learners excited to participate in the learning process. However, there are still some students who have not incorporated positive teaching methods into their lessons and lack confidence when delivering lectures.

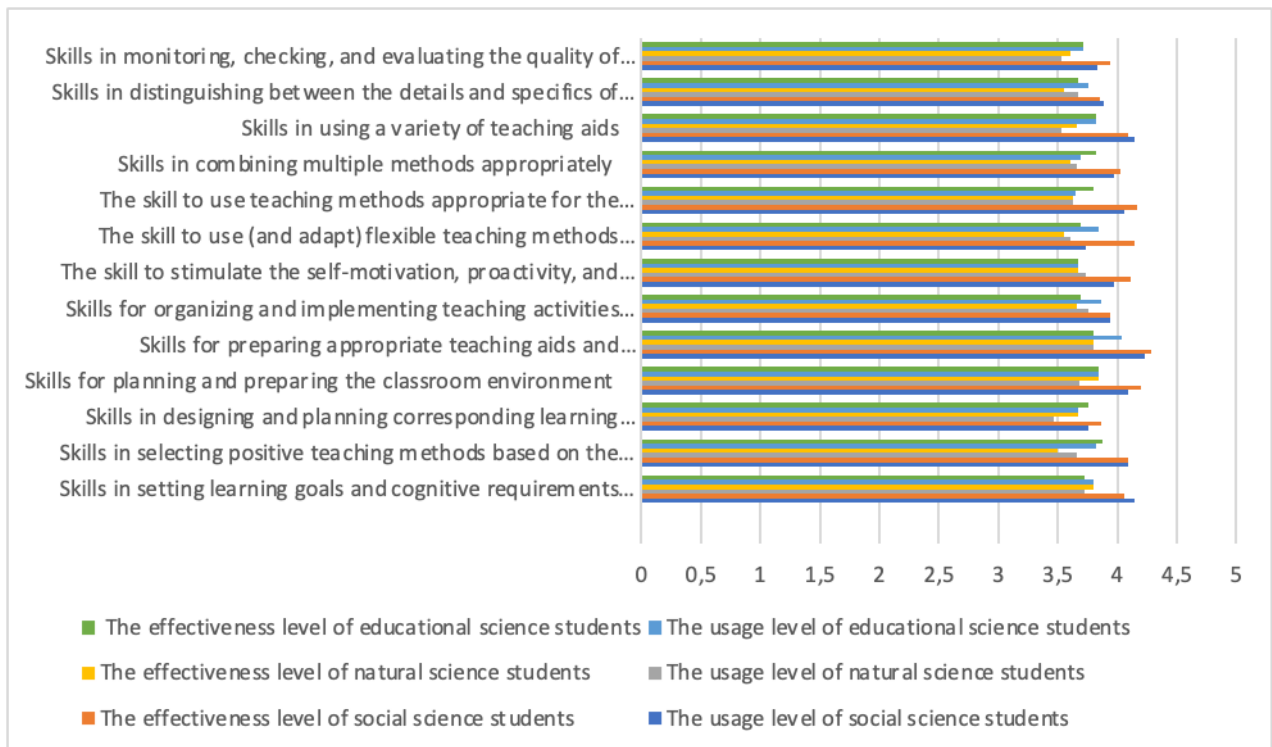


Figure 2. The level of implementation and effectiveness of using teaching methods during practicums among the social science, education science and the natural science groups.

Figure 2 illustrates that there is not much difference between the level of use and effectiveness of positive teaching skills during the internship of seniors in the social science group ($X = 3.99$ and 4.04), natural science group ($X = 3.65$), and education science group ($X = 3.78$ and 3.76). However, the social science group has a higher average than the natural science and education science groups. This may be because the social science group can use a variety of positive teaching methods and can be more flexible in using these skills, thus using them more frequently. All three groups have a usage and effectiveness level of 4 on a 5-level scale, which is categorized as regular and effective.

Some skills are similar across all three groups in terms of frequency of use and effectiveness, such as the skills of preparing appropriate teaching equipment and planning and preparing a classroom environment. These skills are needed before teaching a class and show that students have the skills to prepare beforehand to achieve the best results. The skill of monitoring, evaluating, and assessing the quality of the lesson is considered to have low usage and low effectiveness, but on average (X from 3.53 to 3.94) falls under the regular and effective category on a 5-level scale. This is a skill in the post-class phase of the teaching process, and since students lack experience in teaching, they pay more attention to the pre-class and in-class phases.

For the social science group of disciplines, there are many skills that are frequently used but have not resulted in corresponding effectiveness, while there are also skills that are used less frequently but are highly effective. This is understandable, as skills such as "the ability to state learning objectives" and "the use of diverse teaching aids" demonstrate high usage rates but low effectiveness, possibly due to the fact that teachers have not used appropriate positive teaching methods that are suitable for the lesson content when stating the learners' objectives. Similarly, when combining multiple teaching aids but not supporting positive teaching methods, the effectiveness is also not high. On the other hand, the skill of flexibly using (changing) teaching methods based on the classroom situation has lower usage but higher effectiveness. The classroom situation may not change much in a lesson, but when the teacher detects and changes it, the effectiveness increases. Most skills are evaluated as having regular usage and average effectiveness (X ranging from 3.99 to 4.04 on a 5-level scale).

For the natural science group of disciplines, the average usage level and effectiveness of skills that use positive teaching methods are equal ($X = 3.65$). However, there are still some skills that are used frequently but have lower corresponding effectiveness, and vice versa. The skills of stating learning objectives and organizing teaching activities according to the plan are considered to have both high usage and high effectiveness. For the characteristics of subjects in the natural science group, learning activities occur less frequently than in the social science group. Therefore, organizing teaching activities according to the plan will occur more frequently and will also bring about high corresponding effectiveness, as specified in the teaching plan.

For the education science group of disciplines, the average usage level and effectiveness of skills that use positive teaching methods do not differ much ($X = 3.78$ and 3.76). The skill of combining multiple appropriate teaching methods is considered to have less frequent usage but higher effectiveness, which is understandable because for the characteristics of the subjects in the education science group, multiple positive teaching methods can be used to suit the learning needs of students.

5. DISCUSSION AND IMPLICATION

The results show that students have recognized the importance of the skills of using active teaching methods, but they do not have a clear understanding of the concept. The sources of information that students access to learn and practice active teaching methods are diverse, mainly accumulated during their vocational training at pedagogical university. It can be seen that the understanding of the concept of using active teaching methods is still vague and unclear among students. This is understandable because it is a relatively new concept and students may only know about the active teaching methods without being exposed to the concept of using these methods as a skill. Students still need to improve their awareness of the skill of using active teaching methods in order to achieve higher efficiency in using these methods.

It can be seen that regularly used methods bring about the highest effectiveness. The moderately used and less used methods bring about average effectiveness. Through observation, it was found that some frequently practiced methods in the teaching process bring about high effectiveness, and students are confident in applying active teaching methods during their internships because they have extensively trained in these methods. The less commonly used active teaching methods are occasionally introduced in the classroom and students have fewer opportunities to choose them during teaching hours at the internship site.

The survey results showed that seniors used active teaching methods in their teaching sessions during their internship at an average and regular level. The opinions of supervising teachers at the internship site through in-depth interviews indicated that the methods used mainly included group activities, presentations, study sheets, and puzzles/games and were quite effective.

Regarding the effectiveness of active teaching methods, the study data showed that the social science group had a relatively effective level, with an average score of 3.64, followed by the education science group with a moderate effectiveness score of 3.21, and the natural science group had the lowest average effectiveness score (3.02).

For each specific active teaching method, there was no significant difference in the level of usage and effectiveness between the academic groups, leading to no significant difference in their ranking of the methods according to the two criteria. However, the study recorded some differences in ranking for certain methods, such as visualization and flashlight methods, that had a higher level of usage and effectiveness in the natural science group than in the social science and education science groups; role-playing methods and the highest level of process methods were preferred by the social science group, followed by the education science group and, lastly, the natural science group.

To explain this, the research team observed the process of teaching internships to determine the differentiation in the choice of active teaching methods between academic groups based on the teaching content. The natural science group included experimentation in their teaching (for subjects such as chemistry and physics), so they

prioritized visualization methods and conducted quick assessments of students' understanding using the flashlight method. Meanwhile, the trend for the social science and education science groups was to introduce real-life situations into teaching and apply theory to practical situations, leading the student teachers to choose methods such as role-playing.

6. CONCLUSION

The active teaching methods mentioned above were initially used and proven effective in the teaching internship of seniors. There is relative consistency in the results, laying the groundwork for further research into assessing supplementary methods and selecting suitable methods for each group. The method of positive teaching plays an important role in determining the effectiveness of the teaching and learning processes. The seniors who are about to become teachers need to be trained to develop skills in positive teaching methods. Teaching based on the development of learners is always one of the top priorities in teaching. To teach in a way that develops the learners' abilities, the methods used by teachers must be appropriate and promote positivity. Furthermore, each method and group of positive teaching methods have their own advantages and limitations. Therefore, mastering the skill of using positive teaching methods is extremely important for teachers in the modern era. Skills in using positive teaching methods are also influenced by many different factors, such as the students' perception of positive teaching methods and their professional capacity, lesson objectives, evaluation from the teacher who is teaching the method, evaluation from the supervising teacher, and the teaching facilities and equipment. Student teachers can grasp the learners' psychology, have specific lesson objectives, listen to feedback from everyone after their lesson and learn from their experience, and make use of their strengths in using positive teaching methods. This is influenced by the students themselves, the practical training base, and the teacher training institution. The practical training base needs to provide facilities and equipment that facilitate students in applying positive teaching methods during their teaching practice. Teachers of different subjects need to increase the application and practice of positive teaching methods during their classroom activities.

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Competing Interests: The authors declare that they have no competing interests.

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APPENDIX

The appendix contains the interview form as well as the questionnaires for students and teachers/instructors of the teacher internship program to assess the current state of fourth-year student teachers' skills in using positive teaching methods during the practicum.

INTERVIEW FORM

(For fourth-year student teachers participating in an internship)

To assess the current state of fourth-year student teachers' skills in using positive teaching methods during the practicum process, we kindly ask that you answer the following questions. Your answers will only be used for research purposes and not for any other purpose.

I. GENERAL INFORMATION

Please fill in the following information:

Major:

Internship school:

II. INTERVIEW CONTENT

Question 1. How do you evaluate the importance of using positive teaching methods in the practicum process for fourth-year student teachers?

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Question 2. How effective do you think positive teaching methods are during the practicum process?

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Question 3. What difficulties have you encountered in using positive teaching methods during the practicum process?

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INTERVIEW FORM

(For teachers/instructors of the teacher internship program)

To assess the current state of fourth-year student teachers' skills in using positive teaching methods during the practicum process, we kindly ask that you answer the following questions. Your answers will only be used for research purposes and not for any other purpose.

I. GENERAL INFORMATION.

Please kindly fill in the following information

Years of work experience:.....

Department of work:.....

School of work:.....

Current position:

II. CONTENT OF THE INTERVIEW

Question 1: In your opinion, how does the use of positive teaching methods contribute to the development of student teachers during their teaching practicum?

.....
.....
.....

Question 2: Could you describe the current situation of how students demonstrate their skills in using positive teaching methods during their teaching practicum in the following areas?

(Which skills are demonstrated most frequently? How effective are these skills, from ineffective to effective?)

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.....

Question 3: In your opinion, what factors influence the ability to use positive teaching methods during student teaching?

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.....

Question 4: In your opinion, what activities should the teacher/instructor carry out to improve students' use of positive teaching methods during the teaching practice? Do you have any suggestions for students and training facilities to improve their use of positive teaching methods during teaching practice?

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Question 5: How do you evaluate the relationship between the results of the teaching practice and the use of positive teaching methods during the teaching practice process of the students?

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.....

QUESTIONNAIRES

(For fourth year students during practicum)

In order to survey the current situation of skills in using active teaching methods of fourth-year students during the practicum, we hope that you will answer the following questions by putting an "x" in the relevant box. Your answers will be used for research purposes only and not for any other purpose.

Institutional Review Board: The Ethical Committee of the Hanoi National University of Education, Vietnam has granted approval for this study on 8.5.2024 (Ref. No. 408 GCN-ĐHSPHN).

A. PERSONAL INFORMATION

1. Faculty:
2. Practicum facilities:

B. COMMENTS

Question 1. Please rate your use and effectiveness of active teaching methods during the practicum.

	Level of implementation					Level of effectiveness				
	Always	Often	Normal	Sometimes	Never	Very strong	Strong	Normal	Less	Never
Positive teaching methods										
Flashlight method										
Consulting experts										
Question and answer										
Expressing opinions and recording them on a board										
Group work										
Fishbowl										
Screening										
Anchoring knowledge through puzzles										
Scenario-based learning										
Role-playing										
Step-by-step process										
Visualizing										
Supplementary methods										
Red light, green light learning by teaching										
Learning by teaching										
Collect knowledge on paper										
Display posters										
Introduce products										
Guided hands										
Step-by-step										
Project										
Express opinions										
Teaching games/puzzles										
Letter to yourself										

	Level of implementation					Level of effectiveness				
	Always	Often	Normal	Sometimes	Never	Very strong	Strong	Normal	Less	Never
Positive teaching methods										
Flashlight method										
Consulting experts										
Question and answer										
Expressing opinions and recording them on a board										
Group work										
Fishbowl										
Screening										

Anchoring knowledge through puzzles										
Scenario-based learning										
Role-playing										
Step-by-step process										
Visualizing										
Supplementary methods										
Red light, green light learning by teaching										
Learning by teaching										
Collect knowledge on paper										
Display posters										
Introduce products										
Guided hands										
Step-by-step										
Project										
Express opinions										
Teaching games/puzzles										
Letter to yourself										

Question 2. Please choose the sources of accessing positive teaching methods for students.

Source	Answer
Through books and materials	<input type="checkbox"/>
Through the internet	<input type="checkbox"/>
Through the course on teaching methods	<input type="checkbox"/>
Through teachers	<input type="checkbox"/>
Through participating in social activities	<input type="checkbox"/>
Through teacher training centers	<input type="checkbox"/>

Question 3. How do you rate the performance and effectiveness of your active teaching skills?

Item	Level of implementation					Level of effectiveness				
	Always	Often	Normal	Sometimes	Never	Very strong	Strong	Normal	Less	Never
Skills in setting learning goals and cognitive requirements for learners										
Skills in selecting positive teaching methods based on the content, student characteristics, teaching abilities, etc.										
Skills in designing and planning corresponding										

learning activities										
Skills in planning and preparing the classroom environment										
Skills in preparing appropriate teaching aids and equipment for the teaching method and content										
Skills in organizing and implementing teaching activities according to the planned schedule										
The skills to stimulate the self-motivation, proactivity, and positivity of students										
The skill to use (and adapt) flexible teaching methods based on the classroom situation										
The skill to use teaching methods appropriate for the duration of the lesson										
Skills in combining multiple methods appropriately										
Skills in using a variety of teaching aids										
Skills in distinguishing between the details and specifics of teacher activities and student activities										
Skills in monitoring, checking, and evaluating the quality of the lesson										

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