

Nguyen Van De

Dong Thap University

Nguyen Thi Thu Hang

Vinh University

THE ROLE OF HIGH SCHOOL TEACHERS IN VIETNAM IN THE CONTEXT OF INTERNATIONAL INTEGRATION

1. Set the issue

High-school education in Vietnam is integrating in the direction of “strongly transforming the education process from mainly equipping knowledge to developing the comprehensive capacity and political qualities of learners. Learning along with practice; Theoretical and practical implications...” in the spirit of “reforming educational management, developing teachers and educational administrators is key” (Communist Party of Vietnam, 2013). In the context of profound changes in professional teaching, the role of the teacher in the school also changes and requires corresponding professional qualifications; In our opinion, the professional capacities to be formed in the teacher are: capacity to meet; capacity for implementing curriculum; ability to exchange and receive information; evaluation capacity; capacity to meet social responsibility; ability to use foreign languages; ability to use computers and other type of media. That is, teachers should be “standardized to ensure quality, comprehensive structure, improve political spirit, quality of life, conscience, skills...” to meet the increasing demands of Education reform and international integration (Communist Party of Vietnam, 2013). In particular, “the mentally competent teacher must be able to adapt to these objective changes” (Nguyen Thi My Loc, 2004).

In order to improve the professional capacity of Vietnamese teachers to meet international integration, priority must be given to each teacher's new role in the context of change, each training and fostering teachers institution need to develop curriculum, management training mechanism suitable for the new role of the teacher. Accordingly, the schools/faculties need to take the initiative “to shift from concentrating on the training of professional knowledge in the subject to be taught when graduation is mainly focus on training professional capacity, graduated students should know effective action in occupational activities” (Tran Ba Hoanh, 2007). In other words, pedagogical

universities/faculties must create and develop occupational people. The main reason for doing this is to help “the teacher to think, to criticize, to evaluate and to act right, to learn independently and long lasting, to create karma and promote personal ability, healthy cooperation and competition, risk tolerance and risk-taking, creativity and adaptation to the innovations of educational practice.” The important thing should be done right now is to identify the new role which associated with the professional activities of the teacher to provide the basic competencies that need initial training in the pedagogical universities/faculties.

2. Content

2.1. Impact of international integration on the role of a high-school teacher in Vietnam

The emergence of a new teacher role is a matter of objectivity resulting from the change of the school in the context of education reform and international integration in Vietnam. The school is an institution that realizes the mission of education in socio-economic life. The teacher in the school is the person who accomplishes that mission through his or her own education. Changes in national educational policies and practices often lead to changes in the mission, functions, duties of the school and the role of the teacher. Therefore, teachers who do not adapt and change are not able to develop. The reform of high-school education in Vietnam, the impact of international integration has affected the role and functions of schools and teachers in the modern context in terms of: The need to improve the quality of education and innovation of the training process (general education, credit, CDIO (Conceive – Design – Implement – Operate), POHE (Profession – Oriented Higher Education), VNEN (Viet Nam Escuela Nueva), etc. Renovation of educational objectives, contents, programs, merger, splitting, schools upgrading, community environment where schools’ changes are closed, information technology application on the teaching and management process; Renovation of training methods... As a result, schools and teachers are facing tentative changes: (i) implementation of quality assurance and quality verify; (ii) implementation of policies to renovate training processes and movements initiated by the education sector in recent period; (iii) strengthening the socialization and diversification of investment sources, and reforming financial management with efficiency.

The main factors that contributed to the change were: (i) current school activities are inadequate compared to the demands of rapid socio-economic development and international integration; (ii) switch to a new mechanism, people recognize the need for change to increase adaptation to the context; (iii) educational issues that meet the needs of the society and demand-based education become vital to the school.

Therefore, managers and teachers must “change and learn to change” to meet the new educational mission. At school, however, not everyone (the teacher) recognizes the effects accurately. In fact, it is a problem for managers, teacher training institutions and for each teacher to have a strategy (macro and micro) that comes from “segregated and specialize characteristics” of educational activities to adapt to changing contexts.

2.2. New role of a high school teacher in Vietnam

According to UNESCO’s 21-point recommendation on education: “Teachers must be trained to become more of an educators than knowledge-transfer experts; to master the new ICT environment, and be psychologically prepared for a fundamental change in their role” (the Ministry of Education and Training), which means teachers in the school now have to take more responsibilities in the teaching process. Under the influence of education reform and integration, in addition to traditional roles, high school teachers in Vietnam have new roles as follow:

- As a professional referee: Teachers must regularly learn by themselves, update their knowledge and improve their professional skills so as to provide accurately and completely scientific knowledge to learners and referees in activities belonged to the field of knowledge at the classes (lecture, discussion, practice, seminar...); Eliciting, guiding, organizing learning activities, debating the learners, instructing learners to come to scientific knowledge with the best, the shortest way and on the way where it is always possible to change a new method of teaching.
- As a trainer: The teacher must know how to “stimulate” the learner’s understanding, to encourage the learner to think and lead the learner to overcome the difficulties and challenges in study process; Provide opportunities for learners to be able to think for themselves, to learn and to be able to make decisions on issues that arise. There are many concepts, formulas ... were learned will be forgotten and not used, but the way of thinking, learning methods, skills and strategies implementation work will be strengthened and developed in the interval future of the learner (Armstrong 2011).
- As a mentor: Each teacher must follow the student’s cognitive activity “to reflect on his or her best teaching methods and understand why such methods are effective or effective only with this student but not with others” (Armstrong 2011, p. 64) so that when the learners have difficulty, timely support, help with the appropriate direction, specific suggestions; Efforts must be made to identify “vision” and to try to create a team of teammates; Encourage the learner to make constructive and timely advices so that the learner acts toward that vision; Give meaningful feedback to improve student achievement.

- As the manager of the educational process, educational evaluation: In the modern school, at the same time learners can participate in many different activities. Therefore, the teacher must coordinate the work, people connection, learning tools, teaching tools and learners are systematic and effective; Design appropriate tests to meet learners' requirements, goals and learning outcomes in addition to the need to evaluate learners fairly, accurately, and to plan and apply effective testing methods. (formal or informal assessment and evaluation during the course of the study with final evaluation) (Armstrong 2011, p. 112), encouraging students to self-check their learning as well as progress, carefully selecting sources of information to assess students' learning needs and outcomes (Stronge 2011, p. 109-110).
- As a scientist: Each teacher must strive to be an expert in his or her field, capable of scientific research, interpretation and forecasting of scientific, political and social issues, transferring the process of applying science and technology to life; a coordinator, the curriculum design and subject content... (The Ministry of Education and Training). Teacher-scientist performs that role, following two current trends: basic research and applied research. Research results published in professional journals, or put to use, will be a measure of quality, and performance evaluation of teachers.
- As a school psychologist: In an educational setting, a confident teacher who is loved by the student will sometimes become a psychologist in a variety of situations such as: choosing a career, choosing a friend, group conflict, family conflict, school love... Therefore, in the modern school, teachers are also psychologists. At this point, the task of the psychological counselor is to listen to the client, master the conversation in meetings, consultations; Show sympathy and understanding to the client, "Show students that they are not only interested in what goes on in the classroom but also about the whole of student life" (Stronge 2011) to find the best solution for the problem that students encounter; The student is first and foremost a human being, and then a learner, respecting each student as a special person; Work with students rather than doing things students or for students; It does not discriminate on the basis of race, gender, status, cultural background, fair treatment to all students. Each teacher should have a sense of self-improvement, equipped with specialized knowledge of psychology, skilled psychological practice to be able to do a good job in education.
- Being a social activist: The teacher in the modern school does not only work in the narrow (classroom) but influences both inside and outside the school as a social positive activist. In the modern school, high school teachers must be an assessment expert, a smart journalist who is keenly aware of the strengths, limitations and preferences of each student (in a variety of ways: unofficial reviews, multi-purpose vehicles...). The specialist will then provide parents, other teachers, school adminis-

trators, social organizations and students with a description of each student's ability to connect students, teachers of different disciplines, parents, social organizations (academic clubs, art centers...) into a community of the same hobby, interests, delve into the "learning-culture community" (Armstrong 2011, p. 48); In the community, the teacher must become the school's social action specialist, who represents the school in building positive relationships with the community. This expert must be a bridge between the school and students with available human resources in a large, skilled community that can capture information about organizations, individuals and sponsorships, community curricula, and other learning resources available on the school campus, then try to match the interests, abilities of students with the potential, opportunities available outside (e.g.: directions, finding a pianist to guide an early student interested in learning that kind of music).

2.3. Proposing solutions to improve the professional capacity of Vietnam's high school teachers in responding the new role in the context of international integration

2.3.1. Group awareness solutions

Form the right awareness for teacher training institutions, management agencies in education and training, high schools and teachers for enhancing the professional capacity of teachers to meet new roles is an important work. It is necessary to realize that if the effective implementation of training and fostering of teachers on a regional or international level is the task of demonstrating the social responsibility of the institution and the teacher. Only when the parties determine that this is a self-reliant task, at that time, the innovation and training of professional competence for teachers is appropriate to the new role in the context of real international integration in a sustainability, in-depth, highly effective way.

High schools must consider the contingent of teachers who are decisive to the quality of training and development of the school; It is necessary to develop deeply in the whole school, especially the management level and the school's staffs in fostering teachers with sufficient quantity, standard and quality training, good moral qualities and capacity, strong professionalism, enthusiasm for educational mission, forward thinking; Developing a flexible teaching staff to meet the requirements of each stage of the school's development is a regular task, contributing to enhancing the prestige and competitiveness of the school in the context of international integration (Nguyen Van De 2010, p. 7-10).

The pedagogical universities/departments need to be aware of innovations in the curriculum and training of teachers must be associated with the renovation of educa-

tional programs and textbooks; To formulate programs and organize training, retraining and assessment of professional capability for pedagogical students and teachers in the direction of approaching their capabilities, equipping learners with learning activities and promoting their activeness, using information and communication technology in teaching; increase the amount of access and participate in the experience of general education for pedagogical students; Fostering self-learning, methods and capacity for scientific research, creative thinking and problem solving in the direction of developing the capacity of the teaching staff.

2.3.2. Group of solutions related to guidelines, policies, regimes of organization, management and fostering

Raising the professional capacity for the contingent of teachers from high school education to meet the new role as a regular work, inevitably and involving in synthesizing all solutions on undertakings, policies and organizational regimes, management, training. This good solution will create a good legal, administrative and environmental corridor for teachers' self-improvement and self-reliant education to better meet the educational and training tasks. Apart from the policies, regimes and modes of organization of the State management, the Ministry of Education and Training and high schools, there should be separate policies and guidelines to encourage teachers to cultivate various and appropriate creativity to the circumstances of each school (Le Cong Triem, Nguyen Thi Ty 2015, p. 427).

Based on the legal documents related to schools and teachers, based on the objectives and the program of renovating high school education in Vietnam in the context of international integration, here are some policies:

- Organizing pedagogic training courses, updating necessary knowledge about the role, mission and development trend of modern high-school education; Provide teachers with skills to develop course ground plan, develop high school education curricula, use advanced techniques in teaching, evaluation of learning outcomes of learners, skills in analyzing, synthesizing and evaluating the teaching process, demonstrating skills and communication in the teaching process. From where, fostering a sense of professional ethics, passion, excitement in teaching activities, objective attitude, science in organization and management of teaching process for current teachers.
- Build up a network of schools/pedagogies with schools and specific institutions so that high school teachers can access modern teaching methods that are being taught at universities. The teacher has mastered the practicality of the school, the

general education program, so that they can teach the “effective teaching” (professional skills) to pedagogical students - who will be teachers in the future.

- Regularly organize foreign language classes in different ways (specialized, fostering certificates, second diploma...) for teachers, to meet the requirements of teaching in foreign languages, counter Foreign teachers’ materials in the context of international integration.
- Formulating compulsory mechanisms and regimes to encouraging teachers to conduct scientific research in association with practical teaching activities; discovering and fostering teachers with scientific research capability to participate in researches on subjects inside and outside schools, help with funding and create opportunities for teachers to study and improve their professional qualifications.
- Taking initiative in assigning tasks to teachers, instructing and paying attention to teachers in developing plans for professional development in each specific period and becoming a common development strategy, the school’s political missions in the new context.

Solutions on policies, regimes and organizational management... play an important role to create conditions, opportunities and motivation for teachers of high school education to improve their professional capacity to fulfill their educational tasks in educating and training in the new context. In order for this group of solutions to be effective, the school needs to publicize its policy, organization, management system... to each teacher; Be active and flexible in implementing specific measures that are appropriate to the circumstances of each school; Set up specific qualification standards, including professional capacity, ability to use English, foreign languages and international integration, ability to use information technology as a basis for teachers to compensate. It is also the basis for evaluating the results of teacher training (Tran Ba Hoanh 2006).

2.3.3. Group of solutions related to self-improvement activities of high school teachers

An important, essential way to improve the professional capacity of primary school teachers comes from the teacher himself. Each teacher must create the motivation to improve his or her professional capacity and scientific research, active, creative and self-reliant to meet the tasks in the current development stage... One of the most effective strategies for self-improvement by teachers is to combine self-study, self-research and professional orientation with compulsory education in order to achieve a compulsory degrees and certificates; Successful self-reliance in some schools is the model of “young teacher club”. Thanks to the club, the teachers are connected, cooperative,

professional exchange, receiving the advice, guidance and assistance of staffs who have professional experience in pedagogy.

In the context of globalization and the strengthening of regional cooperation, the basic capabilities of high school teachers to meet the new role need to be advanced and reach international standards. Every teacher needs to develop strategic solutions to foster self-improve teaching skills and research capabilities, along with language and ICT (Information and Communications Technology) capabilities that meet the requirements of the new general education curriculum, focusing on capacities such as the development of education programs, teaching and evaluation organizations, cooperation in teaching and scientific research... (e.g. capacity to build and develop teaching programs Education in the school is a new capacity, the core for teachers when implementing the new general education. This requires each teacher to self-study and self-improve to have specific skills in defining program objectives; select core academic content; selection of educational models, educational options; analyze the context, survey the needs of the labor market... When teachers are interested in the development of educational programs the capacity of the school's development program- one of the new capabilities of the modern school- will be shaped.)

2.3.4. Solutions for creating working environment

The goal of the solution is to provide teachers with a standard pedagogical environment, advanced international integration. Developing and implementing a friendly, democratic, equitable, and pedagogical environment that will help teachers to ensure good teaching and improve their professional and pedagogical skills toward standards of democracy, publicity, transparency, teachers are given comment, creating the basis for the promotion of self-conscious spirit and sense of community responsibility. The true value of each teacher is reflected in the result of professional work.

Build a system of facilities to better serve the research and teaching in schools, facilitate the professional activities of teachers: exploit the global information network to access and update knowledge; cooperate with foreign colleagues; organizing and participating in international activities in the field of scientific research and teaching;

To carry out scientific research topics and projects at all levels closely related to the practical education of high school education.

*2.3.5. Group of solutions related to the training and fostering
of high school teachers according to AUN international standards*

Applying international standards to the training of high school teachers to meet the new role is a breakthrough solution for pedagogical universities/departments in the management of teacher training programs to introduce Vietnamese education to international integration. In Southeast Asia, many Universities in the area and Vietnam are interested in the AUN - QA (Asean University Network Quality Assurance Program); It is also a priority for research in recent years. AUN - QA quality assurance model for program level focusing on teaching and learning with 3 components: input quality, process quality, output quality and 11 standards as followed: (1) Expected Learning Outcomes, (2) Programme Specification, (3) Programme Structure and Content, (4) Teaching and Learning Approach, (5) Student Assessment, (6) Academic Staff Quality, (7) Support Staff Quality, (8) Student Quality and Support, (9) Facilities and Infrastructure, (10) Quality Enhancement, (11) Output. The AUN standard is considered as an institution that contributes to the increased diversity and pro-activeness of universities in the development of curricula (Phan Hung Thu 2017).

Applying the AUN standard in the management of teacher education programs in Vietnam not only benefits the schools/faculties but also the high school. For pedagogical universities/faculties, through assessment and evaluation outside of the AUN standards has pointed out the strengths and weaknesses of current teacher training programs, and develops action specific plans to promote the strengths, overcome and improve weaknesses. Training teachers in accordance with AUN standards, pedagogical schools identify the position in the region, as the basis for building a roadmap to develop training programs towards the international standards; Pedagogical students are taught in a continuous improvement environment and ensure the quality of AUN output has the ability to adapt quickly and flexibly to the world of work; high schools have a reliable basis for finding quality assurance resources from an internationally recognized quality education program.

Table 1. Applying AUN-QA standards in the management of teacher education programs at Vietnamese pedagogical universities/faculties

AUN-QA Standards	Applying AUN-QA standards for training high school teacher
Standard 1. Expected learning outcomes Build on the basis of reflection and help reflect the vision and mission of the school	Expected learning outcomes are structured in a clear and structured manner, linked to the vision and mission of the school including both professional and technical outcomes (ie, transferable skills), clearly reflect the requirements of the parties involved
Standard 2. Program Specification The school must publish and disseminate the program specifications and course specifications for the programs it offers, including detailed information to help stakeholders make informed choices about the program on fully understanding. The program format contains the modules of the program that describe the expected learning outcomes in the areas of knowledge, skills, and attitudes. These materials help learners understand the teaching and learning methods in the program that help them achieve the results they expect. The test measures that demonstrate the achievement of expected learning outcomes; and relationships throughout the program and among the learning components in the program.	Information in the program specifications, the module must be complete and up to date. Program specifications and specifications are communicated and disclosed to the interested parties including: Licensing agency/institution; the training and teaching establishment (if not the licensing establishment); details of program evaluation by a statutory body or professional body; the name of the diploma or program; the expected learning outcomes of the program; criteria or requirements for admission to the program; Relevant professional related statements and other internal and external reference points are used to help inform program results. The curriculum structure and requirements include the level of training, modules, credits ...The time of preparation or adjustment of the program, the requirements of the unit, such as the prerequisites when registering the course, credit ...
Standard 3. Content and Program Structure Course curriculum, teaching and learning methods and assessment activities of learners adhere to synchronous tectonic structure to achieve expected learning outcomes, structured content, sequence, and reasonable cohesion. The course syllabus clearly shows the relationship and progression of basic, advanced, and intensive modules, flexible structure that is open and periodic review..	The course syllabus is designed on the basis of tectonic principles consistent with the expected learning outcomes, each module in the course content has a clear, logical contribution to the structure, sequence, cohesion and up to date.
Standard 4. Approach in teaching and learning The school's educational management declares that the approach in teaching and learning helps to define clearly the purpose of education, the role of teachers and learners, the content of teaching and teaching methods.	Quality education: The educational philosophy is coherent and communicated to all stakeholders through teaching and learning based on the principle of tectonics that helps achieve the expected learning outcomes, enhance lifelong learning.

AUN-QA Standards	Applying AUN-QA standards for training high school teacher
Criteria 5. Assessment of learners Include: - Admissions - Continuous assessment of the course - Final exams/graduation exams before graduation	Develop a modern, objective, and transparent assessment process for learners including: schedules, methods, rules, answers and grade points must be clear, concise and information to the objects of interest. The reliability and validity of the learner assessment test methods should be documented and periodically assessed; (the program) should be developed and validated new methods for assessing learners.
Standard 6. Quality of academic staff The planning of academic staffing or academic staff needs is undertaken to ensure that the academic staff is of sufficient quality and quantity to meet the needs of education, research and serve.	The planning of academic staff (taking into account inheritance, advancement, redistribution, termination, and retirement) is made to meet the needs of education, research and service. Are academic staffs fully qualified and qualified to help complete their work? What are the challenges faced by the school involve human resources, the number of academic staff with a Ph.D. and a Master degree? Are there any policies in place to help staff attend scientific seminars, thesis guides, practical internships or apprentice internships? Is percentage of instructors per learner satisfactory? What academic staff responsible for their roles, responsibilities, academic freedom, and professional ethics? How many scientific papers published? Are these scientific articles published in local, regional, or international journals?
Standard 7. Quality of staff serving Planning for the development of a team of service personnel or library, laboratory, information technology equipment and learner support services is ensured. They are of sufficient quality and quantity to meet the needs of education, research and service.	Serving staff must have the capacity and expertise to help accomplish their work. The capacity and expertise of the staff meet the requirements of work. The staff of the service is planned, the criteria for recruitment and promotion for the service personnel are established and have a career development plan for staff serving.
Standard 8. Quality of learners and learners' service The admissions policy and enrollment criteria in the program are clearly defined, communicated, published, and updated. Having a satisfactory monitoring system that tracks the progress, academic achievement, and learning load of the learner. The progress, academic achievement, and learning load of learners are recorded and monitored systematically; feedback to the learner and corrective actions taken where / when needed.	Student admissions policies and enrollment criteria are identified, communicated, published, and updated. Methods and criteria for selecting learners are identified and assessed. Having a satisfactory monitoring system of progress, academic achievement, and student learning quantity Academic counseling, extracurricular activities, student competitions, and available student support services help to improve academic and professional performance.

AUN-QA Standards	Applying AUN-QA standards for training high school teacher
Standard 9. Facilities and Infrastructure Tangible assets that provide the curriculum, including equipment, materials, and information technology, are adequate. Study resources are selected, distilled, and synchronized with the objectives of the training program. IT systems are built to meet the needs of learners and staff.	Facilities and equipment for teaching and learning (lecture halls, classrooms, project / project rooms, etc.) are adequate and up-to-date to help carry out education and research activities. Standards of environment, health and safety; and access conditions for individuals with special needs are identified and implemented.
Standard 10. Quality Improvement The course syllabus is developed with initial input and feedback from academics, learners, graduates and other stakeholders representing business, government, and professional organizations.	Training and fostering lecturers on teaching methods suitable to CDIO, VNEN, POHE ...; teaching in the direction of developing students; Organize for students to learn creative experiences.
Standard 11. Student Evaluation Student assessment of skills and communication, product design, process and system skills as well as specialized knowledge	Assess students in terms of capacity; The student scale of the student's skills and communication skills, product design, process and system skills, as well as specialized knowledge, is divided into five levels.

3. Conclusion

In the field of occupation, if you are only satisfied with what you have been trained in, then you certainly will be at some point in the labor market is eliminated. The quality and professional capacity of trained professionals must always be updated, improved and perfected. The training and fostering of teachers in education is being reformed, we welcome the opportunities, but challenges from that also, especially the inadequacies from the teacher. In general, the new role requires the current teaching staff to be trained and fostered in quantity, strength in quality, consistent in structure and highly consensus, integrate closely and in a unified and dynamic manner with a view to harmonious development with the community and society, stay in line with the fundamental reform of the electricity education and the integration trend; At the same time, appropriate management is needed to create resources that will ensure the improvement and renewal of the curriculum and teacher training is sustainable and bring high social significance to national education.

It is important that we must find solutions to the problem; Take advantage of the benefits from the outside, promote internal resources to bring the highest quality and efficiency in the training and fostering. We believe that, with the dynamism of the management team, the willpower of the teachers; The training and fostering of teachers will see positive changes in the positive direction and quickly bring the quality of the general education to catch up and integrate with the region and the world.

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The role of high school teachers in Vietnam in the context of international integration

Summary: On the tendency of globalization, Viet Nam has to integrate deeply and broadly into all fields, including education and general education. Hence, high school teachers have to continuously change and learn how to change to meet the requirements of the alterations of education. Thus, apart from traditional roles, teachers have to take more responsibilities of professional refugees, trainers, academic counselors, course managers, education assessors, scientists, school psychologists, social activists. This article aims to analyze the impacts of globalization on the teachers' roles and new roles of Vietnamese high school teachers, thence to propose solutions to enhancing professional capabilities for high school teachers responding to the new roles in the circumstances of globalization in Viet Nam.

Keywords: globalization, high school teachers, education, Vietnam

Rola nauczycieli szkół średnich w Wietnamie w kontekście integracji międzynarodowej

Streszczenie: W kontekście tendencji globalizacyjnych pojawia się konieczność głębszej integracji Wietnamu w wielu dziedzinach, w tym także edukacji. Z tego też względu nauczyciele szkół średnich są zmuszeni dokonywać ciągłych zmian w podejmowanej działalności, aby sprostać wymaganiom wynikającym z przekształceń w obszarze edukacji. Oprócz podejmowania tradycyjnych ról, nauczyciele powinni wykazać się gotowością do podjęcia aktywności w roli trenerów, doradców edukacyjnych, kierowników kursów, ekspertów w dziedzinie edukacji, naukowców, psychologów szkolnych, działaczy społecznych. Przedstawiony artykuł ma na celu przeanalizowanie wpływu globalizacji na role podejmowane przez nauczycieli i nowe wyzwania stojące przed nauczycielami wietnamskich szkół średnich, a tym samym zaproponowanie rozwiązań zwiększających możliwości zawodowe nauczycieli szkół średnich w warunkach globalizacji.

Słowa kluczowe: globalizacja, nauczyciele szkół średnich, edukacja, Wietnam