

## Improve the quality of teaching and learning online social science subjects in Vietnamese high schools

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**ABSTRACT** :Online teaching is the teaching trend of modern society, especially the society in the 4.0 era. On the basis of the current situation of online teaching, the article raises the issue of improving the quality of onlineteaching and learning in general, especially online teaching and learning in social science subjects in highschools in Vietnam. The measures proposed in the article will be suggestions to help educational administratorsas well as teaching teams to complete specific activities of online teaching, towards improving teaching qualityoptimal way.

**Keywords:** teaching and learning online, social science subjects, Vietnamese high schools,quality, measures

### I. INTRODUCTION

1.1. As Klaus Schwab, author of The Fourth Industrial Revolution, we are in the middle stage of the 4.0 revolution. As a matter of fact, the industrial revolution we are experiencing is driven by technological advancements including smart manufacturing, robotics, artificial intelligence, and the Internet of things (IoT). That has had a significant impact on the entire social life: human activities, operations in industries and fields...

In the field of education, the 4.0 technology revolution has contributed to "turning around" the operation of traditional education. The digital transformation in the education and training industry has initially created a foundation to promote many educational models. In this digital transformation, online teaching is considered one of the two important tasks of the education and training sector.

1.2. In high schools in Vietnam, online teaching has been carried out in a focused, continuous and effective manner since the beginning of April 2020 due to the impact of the Covid epidemic. So far, through surveys on this work, we have found that online teaching is one of the necessary forms of teaching and can maintain and support the traditional form of teaching. In this article, on the basis of the current situation of online teaching, we raise the issue of improving the quality of online teaching and learning in general, especially online teaching and learning in social science subjects in particular Vietnamese high schools. The measures proposed in the article will be suggestions to help educational administrators as well as teaching teams to complete specific activities of online teaching, towards improving teaching quality optimal way.

### II. CONTENT

#### 2.1. Online teaching and the role of online teaching in social sciences

Online teaching is a form of teaching in which teachers and learners interact with each other through the connection of the internet with a number of software supporting the teaching process. Compared with the traditional form of teaching - face-to-face teaching, it can be seen that online teaching reveals some basic benefits as follows:

-Convenience: teachers and learners can learn anywhere; time in teaching and learning is fully utilized; The lecture content directly affects learners through the teacher's presentation, increasing the learner's ability to concentrate and absorb.

-Flexibility: lecture recording mode so that the teacher can learn from the lesson and the learner can learn at any time; accessing and searching for extensive learning materials by teachers and learners makes the

lesson richer; Teachers can also invite guests into the classroom to help learners have a new perspective on academic perspectives...

- Interaction and cooperation: the teacher can interact with many learners at the same time; learners can cooperate with each other in online learning groups to discuss and work on assignments; The sharing and connection are utilized optimally.

For social science subjects, online teaching has many specific meanings:

- Online lessons in subjects in the social sciences have a large capacity (length) so that learners can easily access them through the projection screen.
- Teachers must show their active role higher in interaction with learners. In addition to the role of a lecturer, the teacher also plays the role of a commentator.
- Learners express their role in the need to be exchanged, discussed and consulted in many forms such as direct answers, comment, or presentations by sharing the discussion screen...

Thus, it can be seen that online teaching is an inevitable trend of modern teaching, especially in the era of technology revolution 4.0. It is not only a temporary solution of high schools during the Covid epidemic season but always affirms its outstanding advantages in relation to face-to-face teaching.

### **2.2. The current situation of online teaching in social science subjects in Vietnamese high schools**

Before the time of the Covid epidemic, high schools in Vietnam had not been synchronously invested in infrastructure in IT. The application of IT in content innovation and teaching methods has also been deployed, disseminated, and guided by schools to improve the effectiveness of lectures. However, there are still differences between schools in this work.

In order to prevent the Covid epidemic, starting from April 2020, high schools began to switch to online teaching. Schools have deployed to use online teaching support software such as Zoom, Google Meet, and Microsoft Teams ... in real-time (teachers teach via the internet directly to students according to the schedule).

In social sciences, online teaching is quite effective. In addition to the benefits of saving time and place, this method has shown positive factors for teachers and learners. For learners, the feasibility and effectiveness of this teaching method are shown in the following points:

- Learners have easy access to open learning resources during the learning process to serve their learning needs and purposes. For subjects in the social sciences and humanities, there are a lot of additional resources for the learning process, so online learning will help learners have optimal access.
- Learners can effectively store lecture data in the learning process. With the live recording function, learners can review the lecture many times. This is even more useful for subjects in Social Sciences and Humanities because teaching subjects in this field requires teachers to perform many activities such as presenting, analyzing, exchanging, and discussing during the lecture.
- Learners can approach the teacher's lecture in the clearest way through the lecturer's PowerPoint presentation.
- Learners interact with the teacher and the learning content on a regular basis: before the lesson, during the lesson, after the lesson through online tools Google Classroom, Zalo, Facebook...
- Learners can participate in the organization of learning activities that teachers organize in the online classroom through software such as Google Groups, Padlet, Kahoot, Quizizz...

For teachers of Social Sciences and Humanities subjects, with the online teaching method, the teacher has done the following tasks:

- The teacher can fulfill two roles: the role of lecturer and the role of commentator. For subjects in Social Sciences and Humanities, it can be seen that in addition to the official content according to the curriculum and textbooks, teachers need to expand many related issues that students are interested in.
- The teacher organizes many online teaching activities, contributing to the active role of the learners, and making the lectures more lively and interesting. With the utility of teaching software such as Padlet, Kahoot, Quizizz, etc., teachers bring learners into a lively "learning world" that stimulates them to share learning content, share feelings or participate. play learning games...
- The teacher monitors the learning progress of the learners as well as closely examines and evaluates the learners through the Google Classroom software.
- The teacher invites a number of guests to attend and teach the lesson, contributing to diversifying and livening up the lesson.

However, besides the advantages, the online teaching of social science subjects in high schools in Vietnam still reveals limitations. In addition to objective limitations such as poor and intermittent internet connections, online teaching methods also have the following limitations:

- Views and perceptions about online teaching do not have 100% consensus among teachers and learners. Most teachers and learners still have the mentality of being "afraid" to teach and learn online.

- Teachers' skills in using IT for online teaching are not uniform. Most new teachers only have basic ICT skills, and skills to use some specialized and advanced software, but there is no synchronization among all teachers.

- The teacher's skills in organizing and managing online classes during lectures are not synchronized. Some teachers do not have the skills to organize online classes in the direction of creating an environment that stimulates students' creativity.

- Some teaching methods have not shown their optimal effect through online teaching. For example, teaching in the direction of differentiating learners.

- The online interaction during lectures between teachers and learners, learners and learners is not high. Therefore, the quality of lessons is not as effective as direct teaching.

- Learners when learning online are easily distracted by other problems on the internet.

### **2.3. Some measures to improve the quality of online teaching and learning in social science subjects in high schools in Vietnam**

In order to contribute to improving the quality of online teaching and learning in social science subjects in high schools in Vietnam, in our opinion, in addition to general conditions such as infrastructure, computers, software, communication lines, etc. internet, management, and direction, etc., we need to effectively and synchronously implement the following factors:

#### **2.3.1. Clearly establish the awareness of teachers and learners about online teaching**

Online teaching is the trend of modern society, so this form of teaching will not only be a temporary measure during the Covid epidemic season but also a form that will be applied in many universities in the near future. . Teachers and learners need to have the right awareness of this form of teaching, avoiding the "afraid" mentality, which leads to confusion in implementation.

Teachers need to be aware of the purpose of online teaching, just like face-to-face teaching, to help learners generate and consolidate knowledge about a certain topic. The difference between these two types of teaching and learning lies only in the tools and environment of the subject of teaching and learning activities. Therefore, taking advantage of the power of computers and the internet to support the teaching process as well as overcome the limitations of online technology is the key to determining the effectiveness of this teaching process.

The ability to process data and deploy it on a large scale is the strong point of computers. However, the lack of naturalness (inauthenticity) in the teaching process (because it happens indirectly through images and sounds of computers) is a limitation that teachers and learners can hardly adapt to. Therefore, it is necessary to be aware of online teaching as well as overcome the limitations of this form, so that the teaching work will take place closer and more friendly.

For learners, defining the goals of online learning clearly plays an important role. Because on the basis of defining goals, learners will be proactive in psychology, time, and mind in an appropriate way for effective learning. At that time, technical problems do not affect the quality of the lesson at all.

#### **2.3.2. Enhancing the interaction between teachers - learners, learners - learners**

Interaction is one of the weak points of online teaching. Because the technology system - the intermediary system between teachers and learners is a big barrier. Therefore, to enhance the interaction between teachers and learners, we need:

- Give learners more time to absorb, absorb, ask questions or give feedback during class time. This is very necessary because online teaching depends a lot on objective conditions such as computers, software, and internet signal systems.

- Give learners time to work, exchange and discuss on their own. The exchange and discussion in class will enhance the interaction between learners and learners, thereby promoting the activeness of learners.

- Enhance the interaction between the teacher - the learner before and after the lesson. Before the lesson, through reference materials and learning-oriented questions, learners will be fully prepared in terms of attitude as well as have background knowledge about the subject they will learn. After the lesson, through questions and practical exercises, learners will practice what they have learned and are commented on and evaluated by the lecturer.

#### **2.3.3. Improve skills in organizing and managing online classes for subjects in the field of Social Sciences and Humanities**

The Google Classroom application is an application that allows users to organize and manage their online classes effectively. Therefore, teachers need to fully grasp the utility of this application. After creating an online class, in order to easily manage the class, teachers need to effectively perform the following specific tasks:

Before each subject and lesson in class, the teacher will share all information and learning references. Especially for subjects in the Social Sciences and Humanities group, having access to study materials and reference books anytime and anywhere is important to help students facilitate their learning.

- Teachers need to effectively manage students' self-study activities by monitoring their learning progress. The teacher creates assignments, tests, and comments for students' grades, as well as checks students' progress in completing tasks, and student feedback. This process is carried out on the Google Classroom application to ensure fairness, objectivity, and transparency.

In addition to applying the features of Google Classroom software, during online lessons on the basis of Google Meeting, Zoom, and Microsoft Teams applications, teachers also need to organize classes and manage classes effectively as shown in the picture. into the principles of participating in online classes for learners (on camera, off-mic, speech signal), how to discuss in groups, present discussions, and comment directly or in the form of comments.

#### **2.3.4. Improve skills in using active teaching methods, techniques, and forms in the online teaching of subjects in the social sciences and humanities.**

##### **- Method of presentation**

This is the traditional method that teachers often use in teaching activities. Although currently in modern teaching theory, this method is not appreciated, it still proves its value in teaching. For online teaching, the lecturer's presentation depends on the PowerPoint lecture presentation. In addition to the basic properties such as science and aesthetics of the lecture, it is necessary to pay attention to materials such as images, illustrations, videos and sounds to arouse students' learning motivation and inspire students to learn. learning excitement for learners. Besides, the teacher's voice - the main tool in online teaching also needs to have adjustments and changes in a lesson: when you speak fast when you speak slowly when you are excited when you are quiet.

##### **- Methods of teamwork**

Group work is one of the optimal methods of modern teaching. For online teaching, implementing this method is somewhat more difficult and takes more time. However, teachers can also perform effectively thanks to a number of software that support group discussions such as Padlet.com, Nearpod.com... Through this software, teachers will monitor the progress of work. of each group, the work results of the discussion groups will also be displayed on the teacher's management page. This is the basis for the teacher to check the understanding of the learners and the learners can also self-evaluate and evaluate each other.

At the same time, when group activities, learners are included in activities, they will not have much time for distraction. The busyness of what they have to do makes learners focus and absorb the lesson content faster.

##### **- Question and answer measures**

Question and answer are also one of the teaching methods to promote the initiative of learners. Q&A is a way to keep the atmosphere lively in the classroom and encourage students' critical thinking skills. In online teaching, question and answer is a way to create "life" for the lecture, to break the teacher's absolute silence, so that the teacher can notice the interaction of the learners.

Questions and answers are expressed through students' direct answers or through answers on comments or specific presentations.

#### **2.3.5. Improving skills in using IT for online teaching of subjects in the social sciences and humanities**

For online teaching to be effective, teachers and learners must have basic IT skills as well as specialized application software. Here, we mention some basic IT skills that teachers of Social Sciences and Humanities subjects often apply:

- Skills for creating electronic lectures: In addition to the criteria in terms of science, teaching theory, and pedagogy, technical criteria also play an important role. For example, an electronic lecture must have a simple, user-friendly on-screen interface, a clear slide structure, and a logical arrangement suitable for the progress of a class. Therefore, teachers need to know how to exploit the strengths of application software such as Powerpoint, Violet, and Adobe Presenter...
- Skills in using online software to create an online learning environment such as Zoom, Google Meeting, Skype, and Microsoft Teams; Interaction skills with learners through using the tasks of Meet Hangouts, and Zoom for messaging, voice chat, screen sharing...
- Skills in using application software to support the teaching process such as software to support group discussions such as Padlet.com, and Google Classroom; software to create learning games through multiple choice questions such as Kahoot, and Quizziz; software to create tests or homework such as Google Form.

### **III. CONCLUSION**

Online teaching is the teaching trend of modern society, especially the society in the 4.0 era. From the current situation of online teaching in the general and online teaching of subjects in Social Sciences and Humanities in particular, we believe that it is necessary to improve the quality of online teaching so that this teaching trend can be gradually implemented. present in the direction of supplementing traditional teaching activities in a direct way. The measures that we propose need to continue to develop a detailed plan, assign a

reasonable implementation organization and objectively evaluate the test to ensure the best effect in accordance with the practice of our unit.

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