DEVELOPING DIGITAL COMPETENCE FOR PHILOLOGY TEACHERS IN THE NORTHERN MOUNTAINOUS AREA OF VIETNAM

Tran Thi Ngoc, Le Thu Trang
University of Education, Thai Nguyen University, Vietnam

ABSTRACT
Enhancing the digital competence of teachers is not only an urgent issue to help students live in a safe and effective digital environment, but also a key to improving the quality of education, bridging the gap in education and leaving no student behind. However, the development of this competence for English language teachers in the northern mountainous area of Vietnam still faces many difficulties. The article presents research results on digital competence: the concept, importance, and framework of teachers' digital competence and proposes some measures to develop digital competence for Philology teachers in the northern mountainous area of Vietnam.

Key Words: Digital competence, Philology teacher, Northern mountainous area, Vietnam.

1. INTRODUCTION

Digital transformation is a process of comprehensive change of individuals and organizations in the way of living, working and production methods based on digital technologies. To ensure success in the digital transformation process, awareness changes and enhancement, digital capabilities and transformational skills for the workforce play a particularly important role. World experience shows that countries that are successful in digital transformation are those that drastically deploy solutions to raise awareness and innovate teaching methods in schools to develop human resources for national digital transformation in which, improving digital competence and transformation skills for teachers - knowledge manipulators is considered a particularly important step. Digital transformation will help students have better learning opportunities, but at the same time, if educators do not do well, it will widen the gap in inequality, increasing difficulties for students.

The Party and State of Vietnam have made many decisions affirming that digital transformation is an inevitable process of Vietnam for socio-economic development in the new period. This was clearly stated in the Politburo's Resolution 52 dated September 27, 2019 on a number of guidelines and policies to actively participate in the Fourth Industrial Revolution and Resolution 50 on April 17, 2020 promulgating the Action Program to implement Resolution 52 dated September 27, 2019 of the Politburo; Decision No. 749 dated June 3, 2020 of the Prime Minister approving the "National Digital Transformation Program to 2025, with orientation to 2030". Therefore, the development of digital competencies and transformational skills for teachers, thereby developing digital competence and transformation skills for students to meet the preparation of human resources to prepare for the national digital transformation is necessary work.

In Vietnam, about 70% of people use the Internet, 67% of people use social networks. Vietnam is also in the top 10 of the world in terms of using social networks. Another statistic also shows that 3 out of 10 Internet users in Vietnam are teenagers under 18 years old and this is an

issue that needs attention. Thus, each person or each student has both a real life and a virtual life. Therefore, teachers need to be prepared to guide the use and protection of children on the internet safely and effectively.

Currently, new programs and textbooks of Philology in Vietnam have changed and have been applied to students across the country. This requires teachers to have a change in the approach and method of teaching. In particular, teachers teach ethnic minority students because their perceptions are different from those of students in urban or rural area. Especially, the development of digital or information technology competence in this group of students still faces many difficulties and obstacles. Therefore, teachers need to give good orientation to students or need dedicated guidance and careful instruction to help them have good access to digital technology in teaching Philology. To do that, teachers must have good knowledge and skills for effective digital literacy development.

2. RESEARCH METHODS

To conduct this study, we used the method of retrospective documentation to study documents related to digital competence and digital competence development for teachers. On that basis, we propose a number of measures to develop digital competence for teachers of Philology in the Northern mountainous area of Vietnam.

3. RESULTS AND DISCUSSION
3.1. Digital competence: concept and importance

There have been many concepts used when referring to the development of digital competence of countries and international organizations, the most common are the following concepts: Digital Literacy, Digital Skills, Digital Competences ... Each concept has its own characteristics which have a separate meaning in accordance with the separate goals of countries and organizations. However, they all have a common goal, which is to develop skills that help people find, evaluate, and manage information; achieve effective, collaborative, problem-solving, secure communication that enables the person to succeed in the digital environment.

According to Stergioulas 2006, digital competence is the awareness, attitude, and ability of individuals to properly use digital tools and media to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create forms of communication and communicate with others in specific life situations in order to facilitate constructive social activity and reflect this process.

According to UNESCO (2018), the concept of digital competence is the ability to safely and rationally access, manage, understand, integrate, communicate, evaluate and create information through digital technology for employment and career. Digital competencies include various competencies related to information and communication technology skills, information and communication literacy.

In 2018, the European Commission used the concept of digital competence "to refer to the confident, proactive and responsible use and participation of digital technology in the service of learning, work and participation in society. Digital competencies include information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including benefits and digital competencies related to cybersecurity) and issues related to intellectual property, problem solving and critical thinking.

In Vietnam, the issue of digital competence development has attracted the attention of researchers in recent times. However, there are not many in-depth studies on this issue. There are a number of articles that have mentioned the importance of digital competence development.

In the study *Developing information technology competence in teaching for pedagogical students at universities*, Le Thi Kim Loan said that: Developing information technology competence in teaching for pedagogical students is the process of forming and improving the information technology competence system in teaching for pedagogical students to carry out teaching activities effectively according to the defined objectives. This process is carried out while the pedagogical students are studying at the university and the lecturer is the direct influence, mainly on the pedagogical students so that they can develop their information technology competence in the future. own teaching.

In the report on *Digital Transformation of Education and Training* at the Annual Scientific Conference of Thuy Loi University on November 16, 2021, Ho Tu Bao (Institute for Advanced Study in Mathematics) said that: "each digital citizen has the digital competence to adapt to the digital environment (digital access, e-commerce, digital communication, use of electronic devices, digital conventions, digital laws, digital rights and obligations, digital health, digital safety...)". Thereby, it can be seen that, digital competence is a necessary and important competence to become a digital citizen in the current context.

In the article *Understanding the digital competence of Vietnamese students*, Author Nguyen Thanh Nhan commented that "because digital technology will continue to develop strongly in the future at a rapid pace, gender inequality in technology, digitalization is very common in underdeveloped countries. Therefore, careful and continuous evaluation by the authorities is required to create a balanced, digitalized society." Accordingly, it can be seen that in each country, including Vietnam, the issue of digital competence development needs to be paid great attention.

Through studying the document, we found that there are not many research papers on digital competence development in Vietnam. However, the common point of the documents is that they all affirm the necessary and important role of digital competence development in the current context of integration and development.

3.2. Digital competency framework for teachers

UNESCO's Digital Competency Framework for Secondary Teachers includes six dimensions; (i) Understanding ICT in education; (ii) Program, examination and evaluation; (iii) Pedagogy ; (iv) Applying digital skills; (v) Organization and management; (vi) Professional development and 3 levels (i) Knowledge Acquisition; (ii) Deepening Knowledge; (iii) Knowledge creation.

The digital competency framework for teachers includes 18 component competencies related to information and communication technology in education divided into 3 levels, each level corresponds to 6 aspects. Each level is arranged according to how teachers typically apply technology. The first level corresponds to teachers' tendency to use technology to supplement what they do in the classroom; the second level corresponds to teachers beginning to harness the true power of technology and change the way they teach and the way students learn; The third level is transformation, where teachers and students Construct knowledge and devise innovative action plans at the highest level of Bloom's taxonomy. However, dividing each level of similarity into the

six educational dimensions requires increasing levels of complexity and proficiency in using technology to achieve educational goals.

Detail as follows:

	Knowledge Acquisition	Deepening Knowledge	Knowledge Creation
Understanding ICT in education	Policy understanding	Applying policy	Policy innovation
Program, examination and evaluation	Basic knowledge	Applying knowledge	Knowledge social skills
Pedagogy	Teaching and enhancing ICT application	Solving complex problems	Self-management
Applying digital skills	Application	Application	Transformation
Organization and management	Traditional class	Team collaboration	Learning organization
Professional development	Digital skills	Network	Teachers as innovators

The use of new technologies encourages acceptance of new roles by teachers including new teaching methods, techniques and new approaches to teacher development. The successful application of information and communication technology to the learning environment will depend on the ability of teachers to organize teaching in new ways, use technology appropriate to teaching methods, develop classrooms that interact socially, encourage learners to help each other, learn collaboratively, and work in groups. For many people, this will require a different set of skills than they already have. The teaching skills of the future will include the ability to develop innovative ways of using technology to improve learning environments, aiding knowledge acquisition, deepening knowledge, and creating knowledge. Teachers' learning/professional development will be a decisive component of educational progress.

By dividing 3 levels (Knowledge Acquisition, Knowledge Deepening and Knowledge Creation) of 6 aspects of a teacher's work (Information technology literacy - Transmission in Education Policy; Curriculum and Assessment; Educational Science; Application of Digital Skills; Organization and Administration; Professional Development of Teachers) create 18 component competencies in the digital competency framework for teachers.

The levels represent different stages in the use of information and communication technology in Education. The approach taken by each country, locality or school will depend on the extent of ICT integration in the community, and specific circumstances.

3.3. Solutions to develop digital competence for Philology teachers in the Northern mountainous area of Vietnam

3.3.1. Strengthening fostering activities to improve digital competence for Philology teachers

The Ministry of Education and Training and the provincial Departments of Education need to strengthen training activities for teachers, especially for teachers in the Northern mountainous area of Vietnam because this is an area with many difficulties in terms of education. Material

conditions and qualifications of teachers are limited compared to urban and rural areas. The method of fostering should be through courses aimed at supporting professional development for Philology teachers and school administrators in the context of a fluctuating educational background. Courses need to meet practical needs and new contexts, share skills that are practical and useful for teaching and learning, as well as professional development and motivation for teachers in general. and teachers of Philology in particular continue to learn to use digital skills proficiently, and at the same time serve for professional work at schools.

3.3.2. Using some software to support teaching activities

Software to support learning activities is understood as technology products created by programming software and application software to command the computer to fulfill the requirements of learning content and methods and other requirements related to the learning activity. It is also a tool for application to support learning activities to take place more smoothly and achieve higher efficiency. Design/editing software for digital learning and presentation: Microsoft PowerPoint/MS-Powerpoint, Video Editor, Prezi. Software to support online teaching: Google Classroom, MS-Teams, Facebook, Mentimeter. Software supporting testing and evaluation: Kahoot, Google Form.

Each software has different functions and ways of use. Therefore, Philology teachers need to base on the content of each unit of knowledge to choose the right software for the lesson, both creating attractiveness in learners and achieving high learning results.

4. CONCLUSION

To become a qualified educator in the 4.0 technology era, teachers need to be formed and develop digital capabilities. This is one of the important competencies to meet the requirements of the new General Education Philology program in Vietnam. At the same time, each school needs to create conditions in terms of physical and mental facilities so that each teacher and student has many opportunities to develop digital competence in learning, to meet new demands in modern life.

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