JOURNAL OF CULTURAL ANALYSIS AND SOCIAL CHANGE

Journal of Cultural Analysis and Social Change,
2025, 10(2), 742-754
ISSN: 2589-1316

Developing Integrated Teaching Competence for Students of the Faculty of Education at Tay Nguyen University, Vietnam

Pham Hung Manh[1], Le Quang Hung[2*], Vu Đinh Cong[3], Nguyen Thien Tin[4], Y Robi Bkrong[5], Nguyen Van Thanh[6]

[1,2,3,4,5] *Tay Nguyen University,* VIETNAM
[6] *Nghe An University,* VIETNAM

*__Corresponding Author:__ lqhung@ttn.edu.vn

Citation: Manh, P. H., Hung, L. Q., Cong, V. D., Tin, N. T., Bkrong, Y. B and Thanh, N. V. (2025). Developing Integrated Teaching Competence for Students of the Faculty of Education at Tay Nguyen University, Vietnam, *Journal of Cultural Analysis and Social Change*, 10(2), 742-754. https://doi.org/10.64753/jcasc.v10i2.1677

Published: November 12, 2025

ABSTRACT

Integration has been a trend and a popular teaching and educational movement worldwide for decades. Reforming the educational curriculum to focus on developing students' qualities and competencies requires integrated teaching. According to the Ministry of Education and Training's reform perspective: "Deep integration at the primary level, gradually reducing at the lower secondary level, and moving towards deep differentiation and vocational orientation at the high school level." Developing integrated teaching competence is practically significant in creating optimal conditions for students to form their ability to analyze curricula, choose integrated themes/contents, design integrated lessons, and organize integrated teaching in the classroom. This enhances professional competencies, builds, and reinforces students' interest and love for their profession. The article discusses the perceptions of faculty and students regarding the nature, goals, forms, competencies, and development of integrated teaching competence for students. Based on this, it proposes several measures to develop integrated teaching competence for students of the Faculty of Education at Tay Nguyen University.

Keywords: Integrated Teaching, Developing Integrated Teaching Competence, Faculty, Students, Tay Nguyen University

INTRODUCTION

In the field of education, integration has a long history of development dating back hundreds of years. By the early 20th century, researchers and theorists such as Kilpatrick (1918) and Dewey (1938) emphasized the necessity of integration and interdisciplinary knowledge. Moving into the 1970s, this theory was applied by many practitioners across more than 35 different professional and academic fields (Esbjorn - Hargens, 2010). At the first international conference on 'integration in science teaching' organized by the International Council of Scientific Unions' Commission on Science Teaching (ICSU'S Inter-Union Commission on Science Teaching - CIES), with support from UNESCO, held in Varna (Bulgaria) in 1989, titled 'Integrated Science Teaching in Africa,' all contributed to a continuous flow of publications and the development of integrated educational perspectives over more than two decades.

The Vietnamese primary education curriculum of 2018 clearly reflects the integration perspective. The curriculum for subjects is designed to integrate practical issues relevant to students, such as environmental education and life skills. Therefore, the guidance document for developing the educational plan at the primary level also directs teachers to create lessons that adopt an integrated approach, especially interdisciplinary integration and STEM education. Implementing this integrated teaching content not only helps shape qualities but also develops students'

Copyright © 2025 by Author/s. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited..

competencies, particularly problem-solving and creativity. The trend of integration has been researched and applied in the reform of curricula and textbooks after 2018. This program innovates by integrating subjects, providing students with more opportunities to choose learning content, requiring them to engage in self-study and enhance social activities. Thus, integrated teaching is seen as a primary direction in the upcoming reform of curricula and educational content in our country.

Thus, the perspective of integrated teaching has been discussed and applied in the teaching practice in Vietnam from various aspects. However, the application of this perspective in teaching is still limited and primarily focuses on content integration. According to the spirit of the Central Resolution 8 of the 11th Congress (Resolution No. 29 - NQ/TW) regarding fundamental and comprehensive innovation in education and training, the perspective of integrated teaching is identified as a mandatory requirement for the reform of education in Vietnam in the new era.

LITERATURE REVIEW

In the field of teacher training, there are several studies on integrated teaching, such as Đinh Quang Báo and Hà Thị Lan Hương (2014), Integrated Teaching - A Method for Developing Student Competencies. *The Ministry of Education and Training (2015),* Integrated Teaching in Secondary and High Schools. *Thao (2020),* Developing Integrated Teaching Competence for Chemistry Education Students through Teaching Theoretical and Methodological Courses in Chemistry. *An (2017),* Developing Integrated Teaching Competence for Chemistry Education Students through the Course on Methods of Teaching General Chemistry. *Hai and Tra (2016),* Learning through Experience: An Integrated Science Teaching Model for Future Teachers. *Hao (2018),* Developing Active Teaching Method Application Competence for Chemistry Education Students at Universities*, Doctoral Dissertation in Educational Science, Hanoi National University of Education. Thang (2014),* Some Issues on Training Teachers for Integrated Science Teaching Abroad and Proposals for Developing Integrated Teaching Competence in Science in Vietnam*, National Workshop "Enhancing the Competence of Training Teachers for Integrated Natural Science Teaching at Pedagogical Universities", Hanoi National University of Education. Trung (2017),* Designing Teaching Lessons in Education from the Perspective of Integrated Pedagogy at Pedagogical University. *Thuy (2016),* Integrated Teaching to Develop Student Competencies*, Volume 2, Hanoi University of Education Publishing House.*

In teacher training, several notable works must be mentioned: Since 1973, the conference on 'Teacher Training for Integrated Science' organized by UNESCO at the University of Maryland, USA, discussed the training of teachers to teach integrated sciences and published books titled 'New Trends in Integrated Science Teaching: Issues in Teacher Training,' which presented measures for developing teacher training programs for integrated teaching and evaluating training outcomes. Additionally, there have been several research works on integrated approaches to teacher training by authors such as J. R. Webster (1975); Joy Peletier, Maxine Cooper (1991); V. Krekic, Čapo M. (2012); these authors have proposed viewpoints such as the need for teachers to understand the theoretical foundations and practical applicability of integrated teaching models while also engaging in the practice of integrated teaching (through direct teaching or video).

RESEARCH METHODOLOGY

Some Concepts Related to the Research Issue

**** Teaching Competence:*** This refers to the responsible and effective execution of actions to address tasks and problems in changing situations within the field of teaching. It is a combination of knowledge, skills, and experience, as well as the readiness to act in order to achieve the stated teaching objectives.

**** Integrated Teaching Competence:*** This is the ability to synthesize knowledge about integrated teaching, possessing the skills and readiness to apply that knowledge to analyze curriculum content, design lessons in an integrated manner, and effectively implement integrated lessons or themes.

**** Integrated Teaching:*** This involves connecting related study subjects from different fields into a unified content. Teachers guide students to draw upon knowledge and skills from various areas within the educational curriculum to address learning tasks and real-life situations. Through this process, learners develop personal qualities and competencies.

© 2025 by Author/s

**** Developing Integrated Teaching Competence:*** This is the purposeful process of intervention from both instructors and students, engaging in a systematic set of learning activities in various forms. This process transforms and enhances existing integrated teaching competence, moving from incomplete and unclear to complete and clear components of integrated teaching competence for effective teaching.

Organizing the Survey on Current Status

**** Survey Objectives:*** To accurately assess the current state of students' integrated teaching competence at the Faculty of Education at Tay Nguyen University. The survey aims to investigate the reasons for the current situation and the challenges faced by instructors and students in developing integrated teaching competence.

**** Survey Content:*** Evaluate the current perceptions of instructors and students regarding integrated teaching (IT); assess the current state of students' integrated teaching competence; analyze the development of integrated teaching competence for students; identify the causes of the current situation and the factors affecting the development of integrated teaching competence for students at the Faculty of Education at Tay Nguyen University.

**** Survey Subjects:*** To explore the current status of the development of integrated teaching competence among students at the Faculty of Education at Tay Nguyen University, we surveyed 30 instructors and 244 students, specifically: 64 students from the 2021 cohort (4th year); 85 students from the 2022 cohort (3rd year); and 94 students from the 2023 cohort (2nd year). The survey took place during the 2024-2025 academic year.

Survey Methods and Tools

The research employs survey methods using questionnaires, interviews, mathematical statistics, and statistical analysis in educational research (SPSS software).

RESULTS AND DISCUSSION

Current Awareness of Instructors and Students Regarding Integrated Teaching

** Instructors' and Students' Awareness of the Goals of Integrated Teaching*

Accurate awareness of the goals of integrated teaching at the primary level will help instructors plan to develop integrated teaching competence in students, and students will be able to plan their learning and practice of integrated teaching effectively. Therefore, we conducted a survey to assess the awareness of instructors and students regarding the goals of integrated teaching. The results are presented in the following data table:

Table 1. Awareness of the Goals of Integrated Teaching

No	Goals of Integrated Teaching	Instructors			Students		
		Quantity	Percentage %	Rank	Quantity	Percentage %	**Rank**
1	Avoid duplication of content across subjects in the curriculum	4	13,33	2	18	7,38	**2**
2	Develop learners' competencies	0	0,00	6	3	1,23	**9**
3	Make learners' learning process meaningful by linking study to real life	3	10,00	3	15	6,15	**3**
4	Improve learners' attitudes and motivation	0	0,00	6	5	2,05	**7**
5	Develop basic skills in learners	1	3,33	5	9	3,69	**5**
6	Help learners distinguish between essential and less important aspects	2	6,67	4	7	2,87	**6**
7	Establish connections between concepts, knowledge, and skills learned	1	3,33	5	4	1,64	**8**
8	Save training time	0	0,00	6	18	4,51	**4**
9	**All of the above**	**19**	**63,33**	**1**	**172**	**70,49**	**1**

© 2025 by Author/s

The results show that both instructors and students prefer integrated teaching with multiple objectives, selecting "All of the above" as the top choice (63.33% for instructors; 70.49% for students). The second-ranked objective, which both instructors and students agreed upon, is "Avoid duplication of content across subjects in the curriculum" (13.33% for instructors; 7.38% for students). Opinions with lower frequency from both groups include: developing basic skills, improving attitudes and motivation for learning, and developing learners' competencies. Thus, both instructors and students have a clear understanding of the goals of integrated teaching. This demonstrates that students are also equipped with knowledge about the theoretical foundations of integrated teaching, allowing them to comprehend its objectives.

** Awareness of Instructors and Students Regarding Forms of Integrated Teaching*

When studying the curriculum, teachers must identify the form of integrated teaching, as it influences the determination of objectives, content, teaching methods, and activities. Therefore, we conducted a survey to understand whether instructors and students have knowledge about the forms of integration. The results are presented in the following table:

Table 2. Awareness of Forms of Integrated Teaching

No	Forms of Integrated Teaching	Instructors		Students	
		Quantity	Percentage %	Quantity	**Percentage %**
1	Multidisciplinary Integration	27	90,00	213	**87,30**
2	Internal Integration within Subjects (horizontal and vertical integration)	28	93,33	226	**97,13**
3	Interdisciplinary Integration	29	96,67	235	**98,77**
4	Transdisciplinary Integration	29	96,67	234	**97,95**
5	Blended (thematic integration)	25	83,33	208	**85,25**
6	**Thematic STEM Integration**	**21**	**70,00**	**209**	**85,66**

The data above indicates that both instructors and students have a clear understanding of the forms of integrated teaching. However, only the blended form has some instructors and students who are not familiar with it (83.33% of instructors are aware of this form, while 85.25% of students are). The thematic STEM integration form has a significant number of individuals who are unaware (70.00% of instructors and 85.66% of students do not know about this form).

In an interview, student N.T.Tr stated: "I haven't researched 'thematic STEM integration'; I've only heard the instructor mention it briefly, so I'm not very familiar with this form of integrated teaching." Meanwhile, some instructors also noted: "We have researched thematic STEM integration. However, this is a new form of integrated teaching, and while the theory has been updated, practical application requires training for instructors".

Current Status of Integrated Teaching Competence of Students in the Pedagogy Department

**** Instructors' Assessment of Integrated Teaching Competence of Students in the Pedagogy Department***

To investigate the level of integrated teaching competence among second, third, and fourth-year students, we conducted a survey of instructors and students. The results are as follows:

Table 3. Instructors' Assessment of Integrated Teaching Competence of Students

Core Competence	Component Competencies	Student		
		2nd Year	3nd Year	**4nd Year**
Understanding of Integrated Teaching	Present the significance and necessity of integrated teaching	2,43	3,34	**3,46**
	Analyze forms of integrated teaching	2,32	2,87	**2,65**
	Trends of integrated teaching in different grade levels	2,53	2,76	**2,81**
Average		**2,43**	**2,99**	**2,97**

© 2025 by Author/s

Competence in Analyzing Curriculum and Selecting Integrated Themes/Content	Analyze the content of textbook knowledge across different grade levels and related subjects	2,23	2,28	**3,00**
	Restructure the curriculum into integrated themes and content	2,01	2,16	**2,53**
	Identify the existing knowledge, competencies, and skills of students, and from there, develop knowledge, competencies, and skills for students	2,08	2,12	**3,02**
Average		**2,11**	**2,17**	**2,85**
Competence in Designing Integrated Lesson Plans	Define the objectives of the integrated lesson	2,03	2,35	**2,46**
	Develop the content of integrated teaching activities	1,89	2,22	**2,31**
	Design learning activities	1,87	2,37	**2,41**
	Select appropriate teaching methods for integrated teaching	1,86	2,38	**2,44**
	Design and use teaching materials (e.g., worksheets, charts, job descriptions, etc.)	2,15	2,45	**2,65**
	Create diverse real-life situational exercises	2,26	2,74	**2,71**
Average		**2,01**	**2,42**	**2,50**
Competence in Organizing Integrated Teaching in the Classroom	Stimulate positive learning attitudes among students	2,00	2,22	**2,28**
	Relate the content of the new lesson to students' prior experiences	2,21	2,25	**2,30**
	Connect knowledge from textbooks to local practical realities	2,13	2,18	**3,00**
	Handle pedagogical situations in integrated teaching	2,15	2,31	**2,43**
	Apply teaching methods and organizational forms in an integrated manner	2,09	2,38	**2,41**
	Utilize information technology in integrated teaching	3,10	3,15	**3,26**
	Assess and evaluate learning outcomes in an integrated approach	2,11	2,41	**2,55**
Average		**2,26**	**2,41**	**2,60**

The results in Table 3 show that the manifestation of integrated teaching competence among students in the Faculty of Education is at an average to good level. However, second-year students perform lower than third-year students, and third-year students perform lower than fourth-year students in most competencies. Among the four competency groups, the group focused on understanding integrated teaching achieves a good level. The three competency groups at an average level are: analyzing the curriculum and selecting integrated themes/content; designing lesson plans with an integrated approach; and organizing integrated teaching in the classroom. According to the teachers' assessment, no students have reached a good or very good competency level.

Through discussions with instructors and teachers at the schools where students go for practical training, they are guided in lesson plan preparation. However, they have not received guidance on integrated lesson plans. Third-year students participating in their first teaching practice do not yet teach classes but only observe, visit classes, and perform homeroom duties. Fourth-year students, when surveyed, were on internships and received more direct guidance from teachers, allowing them to conduct lessons in class. Therefore, some competencies in integrated teaching among fourth-year students are higher than those of third-year students. Second-year students, having not participated in teaching practice or internships, only exhibit average competencies in integrated teaching. Thus, it can be seen that the competencies achieved by students are higher when the content of integrated teaching is developed and emphasized by instructors, and that practical experience in schools has had a certain effect on the formation of integrated teaching competencies.

** Self-Assessment of Students in the Faculty of Education on Integrated Teaching Competence*

Table 4. Self-Assessment of Students on Integrated Teaching Competence

Core Competence	Component Competencies	Student		
		2nd Year	2nd Year	**2nd Year**
Understanding of Integrated Teaching	Present the significance and necessity of integrated teaching	3.02	3.25	**3.42**
	Analyze forms of integrated teaching	2.77	2.78	**3.18**
	Trends of integrated teaching in different grade levels	3.01	2.87	**2.88**
Average		**2.93**	**2.96**	**3.16**
Competence in Analyzing Curriculum and	Analyze the content of textbook knowledge across different grade levels and related subjects	2.12	2.13	**2.21**
	Restructure the curriculum into integrated themes and content	2.22	2.44	**2.13**

© 2025 by Author/s

Selecting Integrated Themes/Content	Identify the existing knowledge, competencies, and skills of students, and from there, develop knowledge, competencies, and skills for students	2.04	2.14	**2.40**
Average		**2.13**	**2.24**	**2.25**
Competence in Designing Integrated Lesson Plans	Define the objectives of the integrated lesson	2.12	2.57	**2.43**
	Develop the content of integrated teaching activities	2.27	2.48	**2.25**
	Design learning activities	2.44	2.55	**2.38**
	Select appropriate teaching methods for integrated teaching	2.04	2.26	**2.47**
	Design and use teaching materials (e.g., worksheets, charts, job descriptions, etc.)	2.22	2.87	**2.48**
	Create diverse real-life situational exercises	2.47	2.76	**2.66**
Average		**2.26**	**2.58**	**2.45**
Competence in Organizing Integrated Teaching in the Classroom	Stimulate positive learning attitudes among students	2.10	2.37	**2.18**
	Relate the content of the new lesson to students' prior experiences	2.17	2.19	**2.20**
	Connect knowledge from textbooks to local practical realities	2.06	2.48	**2.25**
	Handle pedagogical situations in integrated teaching	2.22	2.47	**2.38**
	Apply teaching methods and organizational forms in an integrated manner	2.15	2.56	**2.36**
	Utilize information technology in integrated teaching	3.00	3.06	**3.33**
	Assess and evaluate learning outcomes in an integrated approach	2.07	2.26	**2.45**
Average		**2.25**	**2.48**	**2.45**

The results in Table 4 show that students self-assess their integrated teaching competencies at an average to good level. Among the four competency groups, the understanding of integrated teaching is self-rated at the highest level, ranging from 2.96 to 3.16. This indicates that universities have provided their students with theoretical knowledge about integrated teaching, and they have a certain understanding of it.

Current Status of Developing Integrated Teaching Competence for Students in the Faculty of Education

**** Achievement Level of Goals for Developing Integrated Teaching Competence for Students in the Faculty of Education***

To assess the awareness of instructors and students regarding the goals of developing integrated teaching competence for students in the Faculty of Education, we conducted a survey and obtained the following results:

Table 5. Achievement Level of Goals for Developing Integrated Teaching Competence for Students

No	Objectives	Instructors			Students		
		Average	SD	Ranking	Average	SD	**Ranking**
1	Help students apply learned knowledge to develop professional skills	3.25	0.922	5	3.02	0.825	**6**
2	Help students teach effectively in secondary schools	4.65	0.776	1	4.42	0.762	**2**
3	Help students integrate knowledge and skills to solve practical situations	3.77	0.865	3	4.44	0.766	**1**
4	Help students enhance teaching competence to meet industry standards	4.44	0.765	2	3.21	0.844	**4**
5	Combine learning with practice, linking theory to practice	3.32	0.852	4	3.24	0.847	**3**
6	**Connect university training with secondary schools**	**3.14**	**0.911**	**6**	**3.10**	**0.839**	**5**

The results of data processing show that the average scores range from 3.02 to 4.44 (which indicates a range of fair to good). The objectives rated very highly are: "Helping students effectively teach integration in secondary schools" and "Helping students complete their teaching competencies to meet the graduation standards of the training program." The objectives with lower average scores are: "Helping students apply learned knowledge to

© 2025 by Author/s

develop professional skills" (with average scores of 3.02 and 3.25) and "Linking university training with secondary schools" (with average scores of 3.10 and 3.14). There is a noticeable difference in the perceptions of lecturers and students regarding the objective of developing integrated teaching competencies, although the difference is not significant. In interviews and discussions, students expressed that integrated teaching competencies help them teach effectively in secondary schools because teachers must know how to integrate and apply both knowledge and skills to solve practical problems. For lecturers, the objective "Helping students effectively teach integration in secondary schools" encompasses other objectives; achieving this objective signifies the fulfillment of the remaining goals. Thus, it can be seen that both lecturers and students recognize that the level of achievement in implementing the objectives of developing integrated teaching competencies is good.

** Level of achievement in developing integrated teaching competencies for students in the Faculty of Education*

Based on the assessment of awareness regarding the importance of developing integrated teaching competencies and the active involvement of lecturers and students in this development, with five levels: (*5-Very Good; 4-Good; 3-Fair; 2-Average; 1-Poor)*, the results are presented in the following data table:

Table 6. Level of achievement in developing integrated teaching competencies for students

No	Contents	Instructors			Students		
		Average	SD	Ranking	Average	SD	**Ranking**
1	Knowledge of integrated teaching	4.55	0.764	1	4.76	0.776	**1**
2	Competence in analyzing the curriculum and selecting integrated themes/contents	3.77	0.861	2	3.47	0.868	**3**
3	Competence in designing lessons and topics in an integrated manner	3.62	0.866	3	3.54	0.776	**2**
4	**Competence in integrated learning in the classroom**	**3.41**	**0.873**	**5**	**3.17**	**0.905**	**4**

The content for developing integrated teaching competencies is implemented at a good level by both lecturers and students. Among these, the content that lecturers and students frequently focus on, achieving the highest overall average, is "Knowledge of integrated teaching in primary education" (lecturers: 4.55, students: 4.76). Lecturers regularly develop integrated teaching competencies with the contents "Competence in analyzing the curriculum and selecting integrated themes/contents in primary education" (average score = 3.77) and "Competence in designing lessons and topics in an integrated manner" (average score = 3.62). Students also frequently develop these two contents, achieving high average scores of 3.54 and 3.47. Dr. P.H.M stated in an interview: "The effectiveness of the teaching process greatly depends on whether the teacher fully understands the guiding philosophy of the curriculum in the textbooks of various subjects. Therefore, the theory of integrated teaching is extremely necessary and important".

In examining the products of lecturers' activities, such as lesson plans and lectures, we found that the theoretical contents of integrated teaching are reflected in the lesson plans; however, there is no specific process for training students in integrated teaching skills. Currently, in our survey, there is no specific guideline to develop integrated teaching competencies for students in the Faculty of Education. Dr. Đ.T.X.T proposed that: "Teachers need training on the process of developing integrated teaching competencies so that they can apply it in their teaching practice". In conversation with us, some lecturers mentioned: "Guiding students to prepare an integrated lesson plan and conduct an integrated teaching session in class is not too difficult for lecturers, but identifying each component of integrated teaching competencies is challenging and time-consuming". This is a barrier to the formation of integrated teaching competencies for students in the Faculty of Education.

** Level of using training forms to develop integrated teaching competencies for students in the Faculty of Education*

To investigate the current status of using training forms assessed by lecturers on a scale of 5 levels: *(5-Very often, 4-Often, 3-Occasionally, 2-Rarely, 1-Never).* The results obtained are as follows:

© 2025 by Author/s

Table 7. Training forms for developing integrated teaching competencies

No	Forms of Training	Instructors			Students		
		Average	SD	Ranking	Average	SD	**Ranking**
1	Organizing self-training activities for students	3.59	0.881	1	4.32	0.776	**3**
2	Teaching skills competitions	2.67	0.866	3	4.59	0.868	**1**
3	Practical experience activities (Self-study)	2.65	0.872	4	4.06	0.776	**4**
4	**Teaching practice and internships**	**3.19**	**0.876**	**2**	**4.38**	**0.905**	**2**

The survey results indicate that lecturers most frequently use the training method to develop integrated teaching competencies for students in the Faculty of Education. The top position is "Organizing self-study and self-research activities for students", with an average score of 3.59; the second position is "Practical activities and teaching internships", with an average score of 3.19. Thus, it can be seen that lecturers employ various methods to cultivate integrated teaching competencies in students. The process of developing integrated teaching competencies cannot be achieved in a short time or through a single method; mastering these competencies requires ongoing and continuous training.

** Level of using teaching methods to develop integrated teaching competencies for students in the Faculty of Education*

To provide a more objective and comprehensive assessment of the process of developing integrated teaching competencies for students, we conducted a survey to understand the effectiveness of the teaching methods used by lecturers. This was evaluated on a scale of 5 levels: *(5-Very effective; 4-Effective; 3-Average; 2-Less effective; 1-Not effective).* The results obtained are as follows:

Table 8. Teaching methods for developing integrated teaching competencies.

No	Teaching Methods	Instructors			Students		
		Average	SD	Ranking	Average	SD	**Ranking**
1	Micro-teaching	4.53	0.776	1	4.64	0.736	**1**
2	Lesson-based teaching	4.13	0.788	5	4.17	0.788	**6**
3	Group teaching	4.08	0.816	8	4.07	0.816	**9**
4	Project-based teaching	4.12	0.805	6	4.14	0.805	**7**
5	Inquiry-based teaching	4.01	0.804	9	4.10	0.804	**8**
6	Internship at primary schools	4.28	0.877	3	4.19	0.700	**4**
7	Practical experience (self-study)	4.05	0.802	7	4.23	0.802	**5**
8	Watching demonstration videos	4.18	0.802	4	4.59	0.702	**2**
9	**Inviting visiting teachers for demonstration lessons**	**4.42**	**0.764**	**2**	**4.37**	**0.701**	**3**

The survey results in the table above indicate that lecturers have employed a variety of teaching methods to develop integrated teaching competencies for students in the Faculty of Education. All nine methods we presented have average scores of 4.00 and above, indicating an effective level. However, the most effective method that lecturers value highly is "Micro-teaching", with an average score of 4.53, ranking first; the second position is "Inviting visiting teachers to give demonstration lessons", with an average score of 4.42, because, according to the lecturers, "hearing a hundred times is not as good as seeing once". Inviting visiting teachers allows students to witness firsthand the content, method, and procedure. However, simply watching demonstration lessons is not enough for students to develop integrated teaching competencies; they must practice independently, gain experience, receive feedback, and repeat the process multiple times to achieve proficiency and stability, which is precisely through the micro-teaching method.

Discussions with lecturers from several institutions reveal: "Micro-teaching is easy to apply; in this method, lecturers can guide each student in practicing their teaching. With smaller class sizes, students can evaluate each

© 2025 by Author/s

other and identify their individual competencies". Ranking third is "Internship at secondary schools", which is considered one of the most effective methods for developing integrated teaching competencies, as lecturers believe that implementing this teaching method embodies the educational principle of "Learning goes hand in hand with practice, education combined with productive labor, and theory connected to practice".

Students also rated micro-teaching as the most effective method for developing integrated teaching competencies, with an average score of 4.64, ranking first. This shows that hands-on guidance helps students form competencies effectively and authentically. Thus, it can be seen that during the teaching process, lecturers have utilized micro-teaching to develop professional competencies for students. In interviews with students, they mentioned, "We receive thorough guidance from lecturers through micro-teaching and practice teaching under this method, so in integrated lessons, our teachers instruct us on each skill in teaching, leading to significant progress".

The second ranking differs from the lecturers' perspective; students find "Watching demonstration videos" to be very effective, with an average score of 4.59. This indicates that many students lack creativity and independent thinking, preferring to observe models and imitate them. Therefore, the method of "Inviting visiting teachers to give demonstration lessons" is also highly rated by students, with an average score of 4.37, ranking third.

** Level of using assessment methods to evaluate the development of integrated teaching competencies for students in the Faculty of Education*

To explore the content and tasks of assessing integrated teaching competencies of students as carried out by lecturers through various assessment methods, we evaluated them on a scale of: *(5-Very often, 4-Often, 3-Occasionally, 2-Rarely, 1-Never).* The results obtained are as follows:

Table 9. Assessment methods for developing integrated teaching competencies

No	Assessment Methods	Instructors			Students		
		Average	SD	Ranking	Average	SD	**Ranking**
1	Written assessments	4.42	0.765	1	4.64	0.716	**1**
2	Practical assessments	4.22	0.778	3	4.47	0.748	**3**
3	Objective multiple-choice tests	4.33	0.776	2	4.54	0.724	**2**
4	Oral examinations	4.12	0.805	4	4.24	0.768	**5**
5	Learning portfolios	4.01	0.829	7	4.15	0.762	**7**
6	Observations	4.06	0.817	8	4.02	0.772	**8**
7	Self-assessment	4.12	0.802	6	4.24	0.768	**6**
8	**Peer assessment**	**4.18**	**0.782**	**5**	**4.33**	**0.754**	**4**

In assessing integrated teaching competencies, lecturers have used various evaluation methods, each with its differences. According to both lecturers and students, the most frequently used method is written assessments, with an average score of 4.42 from lecturers and 4.64 from students. The next method is objective multiple-choice tests, with average scores of 4.33 from lecturers and 4.54 from students. However, the activity of self-assessment and peer assessment among students is not frequent; at the university level, assessment according to competency approaches has not been effectively applied, which limits students' initiative and engagement.

4.3.4. Factors Influencing the Development of Integrated Teaching Competencies for Students in the Faculty of Education

To identify the factors affecting the development of integrated teaching competencies for students in the Faculty of Education, the study explored inputs from both lecturers and students. The results obtained are as follows:

Table 10. Factors influencing the development of integrated teaching competencies

N	Influencing Factors	Instructors	Students

© 2025 by Author/s

o		Average	SD	Ranking	Average	SD	**Ranking**
School-related Factors							
1	Content and training programs	3.67	0.883	3	3.77	0.903	**1**
2	Coordination between universities and secondary schools	2.89	0.772	8	2.25	0.678	**4**
3	Number of students in a class	3.12	0.783	7	2.83	0.821	**2**
4	School facilities and equipment	3.01	0.768	6	2.57	0.762	**3**
Lecturer and Teacher-related Factors							
1	Lecturers' understanding of the role of developing integrated teaching competencies	3.73	0.913	2	3.42	0.832	**2**
2	Teaching competencies of lecturers	3.84	0.932	1	3.82	0.883	**1**
3	Teachers' interest in guiding the preparation and implementation of integrated lessons	3.42	0.803	5	2.35	0.672	**4**
4	Motivational feedback and encouragement from lecturers	3.57	0.821	4	3.00	0.802	**3**
Student-related Factors							
1	Students' motivation, ideals, and career interests	3.71	0.905	2	3.84	0.956	**1**
2	Students' engagement and initiative in learning	3.65	0.885	3	3.02	0.885	**4**
3	Willingness to overcome challenges in learning	3.53	0.875	4	3.61	0.884	**3**
4	Students' learning methods	3.03	0.813	6	3.72	0.918	**2**
5	Students' understanding of the role of developing teaching competencies	3.15	0.852	5	3.61	0.885	**3**
6	**Students' awareness of the importance of developing integrated teaching competencies**	**3.82**	**0.938**	**1**	**3.01**	**0.813**	**5**

The results obtained in Table 10 show that the group of school factors has a very strong influence on the development of integrated teaching competence (ITC) of students, according to both faculty and students, with content and program being the most significant factors (average score of 3.67 from faculty and 3.77 from students). According to the program assessment, the content does not reflect the formation of integrated ITC, nor is there a process to guide students in developing this competence. As a result, faculty members feel uncertain when guiding students in this area.

Next is the factor related to the number of students in a class (average score of 3.12 from faculty and 2.83 from students). In reality, the number of students in the Faculty of Education is larger than in other fields, so the effectiveness during practice and skills training is not high.

Among the faculty-related factors, the ITC of faculty ranks first (average score of 3.84 and 3.82), while the second position, according to faculty, is their awareness of the role in developing students' ITC (average score: 3.73). However, students believe that the content and training program have a significant impact, ranking second (average score: 3.77). Some faculty members explain this evaluation by stating that to develop ITC for students, faculty must have a very proficient level of ITC themselves. If faculty lack this competence or have only a moderate level, it is challenging to foster ITC in students. Students, on the other hand, focus heavily on the content of the subjects in the program. According to student N.T.T, "Students mainly study for exams, so they often pay attention to the content of the subjects in the curriculum."

Additionally, factors such as the motivating evaluations and encouragement from faculty and the current trends in higher education reform in Vietnam are also considered influential by both faculty and students.

© 2025 by Author/s

Factors related to students significantly affect the process of developing ITC, with evaluations from students similar to those from faculty, showing little difference. The first position according to faculty and the second position according to students is the students' awareness of developing ITC. Following this are factors such as students' motivation, ideals, and interest in their profession, along with their active and proactive approach to learning. Thus, all the factors presented in the questionnaire impact the process of developing integrated ITC.

General Assessment of the Current Status of Developing Integrated Teaching Competence for Students in the Faculty of Education

**** Achievements:*** The survey results show that faculty members are all concerned about the integrated teaching competence (ITC) of students in the Faculty of Education, considering it a task and a requirement for the training program's outcomes. The faculty involved in the study have employed various teaching methods and approaches to develop ITC for these students. Students recognize the role and significance of ITC in their university studies and future professional activities, gradually changing their learning methods towards promoting proactivity and independence in self-study and research. They are paying attention to training in order to develop their ITC.

**** Existing Issues:*** Despite the achievements, the current status of developing ITC for students in the Faculty of Education still faces several issues that need improvement:

1) The level of ITC development is not high and is uneven; it is rated as average to good, focusing on certain competencies such as the ability to present the significance and necessity of integrated teaching and understanding of integrated teaching trends. The development of ITC has not yet become a compelling factor attracting many students, and faculty members do not consistently guide students in recognizing their current level of ITC, which hinders the formation of self-study habits.

2) The time for practice and internships is still limited, coordination with educational institutions is not frequent, and model lessons on integrated teaching are restricted. There are no clear indicators of the competencies that need to be developed, nor are there specific criteria for assessing the level of development. As a result, the number of students with good ITC is limited, and no students have reached an excellent level.

3) The survey results indicate that students are not proactive and tend to passively await knowledge provided by faculty and a single curriculum, focusing only on exam-related content, which leads to rote memorization and regurgitation of knowledge to pass exams. They are not active in seeking practical experiences independently.

4) The program does not meet the requirements of the intended learning outcomes; its ability to adapt and update is slow, making it difficult to control the level of program completion. There is no clear understanding of the necessary ITC that learners need to acquire for their future work after completing the program.

Causes of Existing Issues

From the current status and existing issues, through interviews, we explored the difficulties that faculty and students encounter when developing integrated teaching competence (ITC) for students in the Faculty of Education, stemming from the following reasons:

- *For Faculty:* Faculty members face many challenges in establishing a process for developing integrated teaching competence and in creating evaluation criteria for that competence. Some faculty members suggested: "There needs to be a specific process for developing integrated teaching competence for students and a set of evaluation criteria" so that they can apply it in their teaching practice and publish the framework for self-assessment by students. Due to these difficulties, faculty are unable to determine the current level of ITC in students for further development. Additionally, the ITC of some faculty members is limited. During discussions, one faculty member mentioned: "Creating exercises for students to apply knowledge and skills is not too difficult for faculty. However, identifying which competencies need to be evaluated and how to construct the criteria for that evaluation is challenging and time-consuming." Therefore, establishing a framework for integrated teaching competence within the program, along with the implementation methods and evaluation criteria, is essential for the process of forming and developing integrated teaching competence for students in the Faculty of Education.

- *For Students:* The difficulties faced by students are mainly due to external factors, such as the lack of a published framework for integrated teaching competence from faculty, insufficient guidance on self-assessment and peer evaluation criteria; limited time for practice and internships at schools, and teachers not guiding the preparation of

 © 2025 by Author/s

integrated lesson plans or having time to implement integrated teaching. Therefore, faculty need to publish the framework for integrated teaching competence, involve students in developing evaluation criteria, and guide them on how to assess and self-assess so that students understand the significance of evaluation and develop their initiative, proactivity, and active engagement in their professional development. Additionally, another reason is that students may not fully recognize the importance of this competence for future teaching; the practice of self-assessment and peer evaluation is not highly developed.

- *Regarding the Curriculum:* The volume of knowledge in courses largely leans toward theory and does not reflect the framework for developing integrated teaching competence, focusing more on forming teaching skills, handling pedagogical situations, and teaching techniques without providing a process for developing integrated teaching competence. Moreover, when establishing the intended learning outcomes of the program, the connection between integrated teaching competence and other competencies is still low, so students do not perceive the importance of this competence in relation to the intended learning outcomes. This poses a significant challenge for the formation and development of integrated teaching competence. Based on the results of the above survey, the author has a basis for developing measures to enhance the effectiveness of the process of developing integrated teaching competence.

CONCLUSION

Faculty members fully and clearly understand the nature, objectives, and forms of integrated teaching, which has a strong impact on the teaching process aimed at enhancing integrated teaching competence and fostering this competence in students. Most students also have a correct understanding of integrated teaching. This is an important prerequisite and a motivating factor for students to practice and develop a system of integrated teaching competencies. However, some students still do not have a clear perception of integrated teaching, which may hinder their learning outcomes and the development of integrated teaching competence.

The survey results indicate that students have acquired some minimum competencies when performing the basic tasks of integrated teaching. However, the level of competence achieved is only at an average level, with differences observed between the second and third years and between the third and fourth years. This shows that there are many inconsistencies between correct and complete understanding and the limited level of achieved integrated teaching competence. Both faculty and students recognize the necessity of developing integrated teaching competence. However, the frequency and effectiveness of this development are still low. The evaluation of integrated teaching competence in some areas is based on product assessment and diligence in the learning process. This aligns with the theory of competency as an evaluation of performance through specific activities.

Many factors influence the development of teaching competence among students in the Faculty of Education, including three groups: school, faculty, and students. The most influential factor related to faculty is their integrated teaching competence, while the most influential factor related to students is their motivation, ideals, and interest in their profession, along with their awareness of developing integrated teaching competence.

ACKNOWLEDGMENTS

We would like to thank Tay Nguyen University for funding the project "Developing Integrated Teaching Competence for Students in Primary Education at Tay Nguyen University", Code: T2025-32CB.

REFERENCES

Anh, P.T.K. (2015). Teacher Training Programs in Vietnam - Some Inconsistencies and Development Directions, International Scientific Conference: "Developing Teacher Training Programs - Opportunities and Challenges. Vietnam: Thai Nguyen University.

Albany. (2015). Perspectives on the AQAL Model. New York: State University of New York Press

Bo, D.Q., & Huong, H.T.L. (2014). Integrated Teaching - A Method for Developing Student Competence, Proceedings of the Scientific Conference: Enhancing Competence in Teacher Training for Integrated Natural Science Teaching. Hanoi.

Chinh, N.P. (2012). Developing Integrated Teaching Competence for High School Teachers. Major Ministry-Level Scientific and Technological Project, Code: B2010-TN03-30TĐ. Hanoi.

© 2025 by Author/s

Chau, N.H.,Cuong, N.V., Hoanh, T.B., Kim, B.N., & Thiep, L.Q. (2007). Innovating Content and Methods for Secondary School Teacher Training. Hanoi: Secondary School Teacher Training Project, Ministry of Education and Training.

Dewey, J. (translated by Tuan, A.P). (2012). John Dewey on Education. Hanoi: Youth Publishing House.

Education Development Strategy 2011 - 2020. (2002). Education Publishing House, Hanoi.

Esbjörn - Hargens, S.(2010). Introduction. In Esbjörn - Hargens (ed.), Integral Theory in Action: Applied,Theoretical, and Constructive.

Hoanh, T.B. (2003). Integrated Teaching - Proceedings of 60 Years of Teacher Education in Vietnam, Hanoi University of Education Publishing House.

Ministry of Education and Training. (2015). Integrated Teaching in Secondary and High Schools, Training Material for Administrators and Teachers in Secondary and High Schools. Hanoi: University of Education Publishing House.

Ministry of Education and Training, Asian Development Bank (ADB), High School Teacher Development Project, Higher Education Department. (2013). Graduation Standards for University Level in Teacher Training for High School Teachers. Hanoi: Cultural Information Publishing House.

Ministry of Education and Training. (2015). Draft Comprehensive General Education Program in the New General Education Curriculum. Hanoi

Ministry of Education and Training - Vietnam Education Union (2003), Proceedings of the Conference: Innovating Teaching Methods in Colleges and Universities, Education Publishing House, Hanoi.

Ministry of Education and Training. (2018). Vietnamese Language for Grades 1, 2, 3, 4, 5 Volumes 1, 2. Hanoi: Education Publishing House.

Ministry of Education and Training, (2018), General Education Program, Comprehensive Program, Issued with Circular No. 32/2018/TT-BGDĐT. Hanoi.

Ministry of Education and Training (2021), Official Letter 2345/BGDĐT-GDTH, June 7, 2021, on guiding the development of educational plans for primary schools.

Vinh, P.T.H., Oanh, T.T.T., Van, T.D., Hoa, V.L., Giang, T.T., & Hong, T.T. (2017). Textbook on Educational Studies 1, 2, Hanoi University of Education Publishing House.

 © 2025 by Author/s