

Original Research Article

Managing Japanese Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch

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Abstract: The purpose of this study is to explore the factors of Japanese language teaching management at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch. To achieve this purpose, based on theoretical issues, this study surveyed 97 people who are managers, teachers, and students at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch. The survey results show that there are many factors related to Japanese language teaching management at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch such as: Developing teaching plans, organizing teaching activities, directing teaching activities, checking and supervising teaching activities. The survey results show that there are still many shortcomings in the management of Japanese teaching activities at Thang Long DIH Company. Based on the survey results and correct assessment of the current situation, this study recommends solutions to improve the quality of management of Japanese teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

Keywords: Managing, Japanese teaching activities, Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City.

INTRODUCTION

Vietnam and Japan have built the best friendship ever, political trust, enhanced economic cooperation and support, and cooperation at international and regional forums. Japan is always ready to expand its cooperative relationship with Vietnam and is one of the leading and long-term important partners. During the meeting on November 27, 2023, the President of Vietnam and the Prime Minister of Japan agreed to issue a Joint Statement on upgrading the Vietnam-Japan relationship to: a “Comprehensive Strategic Partnership for Peace and Prosperity in Asia and the World”. Vietnam and Japan are coordinating to develop the project “Supporting job information connection for workers working abroad under contract” (Cuc, 2024), to support workers in finding suitable jobs abroad according to their needs and aspirations; Support workers after returning home to access full domestic job information through recruitment from businesses; support service businesses to better access workers in need of jobs. This is clearly shown in the number of Vietnamese workers accepted by the Japanese government every year. The conditions for participating in the Japanese labor export program are still not fully understood by many people. Each order will have different requirements, the general conditions are mainly related to: age, health, etc., and the requirement of not being disabled, and not being color blind, the special point is not strict requirements on vocational qualifications; however, workers will be trained in vocational skills and Japanese language before leaving the country.

To keep up with the flow of integration, the flow of finding jobs in Japan poses a big challenge in teaching Japanese at Japanese labor export companies. Vietnamese workers are not only trying to integrate simply but also have to compete with countries in Southeast Asia such as the Philippines, Myanmar, etc., especially Indonesia. The labor market

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in Indonesia is in a serious shortage of jobs. With the advantage of a large population (more than 200 million people), the income demand is not too high, which has pushed some countries in the region, including Vietnam, into a fiercely competitive situation. The urgent problem now is to manage Japanese language teaching activities well to create quality human resources, with good communication skills at work, to compete with the cheap human resources of Indonesia.

Managers and experts in Japanese language education face many difficulties and challenges, and the shortcomings need to be resolved promptly: “The teaching staff is not fully aware of teaching methods, and young teachers are still inexperienced in teaching activities. The capacity and experience of each teacher is different, so the output quality is also different”; “Japanese is a difficult language, causing many difficulties for learners, leading to easy giving up”; “current Japanese textbooks do not meet the needs and clear learning purposes for each subject” (Binh, 2018). Specifically here is Japanese for working people. It is necessary to properly and fully acknowledge the importance of improving Japanese skills for working people, to have appropriate programs, content, management and teaching methods that meet the program content, assigning responsibilities to the collective and individuals in coordinating education for learners. From the above analysis, researching the topic: “Management of Japanese teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch” is an extremely important and necessary issue in the current period.

LITERATURE REVIEW

The development of each country depends on the intellectual level of its people. When wanting to innovate and develop in any field, the important condition is resource development. Education contributes to creating high-quality human resources. When it comes to education, one of the important activities is teaching and learning. Along with teaching and learning activities, “management of teaching and learning activities” is also a topic of interest. When it comes to managing Japanese language teaching and learning activities, it is undeniable that the Japanese Government has made great efforts to actively promote Japanese language and culture to countries in the Asian region, as well as many places around the world. To enhance the understanding of countries about Japan, as well as promoting good relations between Japan and other countries, the Japan Foundation was established in 1972, as an organization under the Ministry of Foreign Affairs of Japan. The Japan Foundation cooperates and cooperates with many government agencies of countries, cultural and artistic organizations and educational organizations to promote activities in three main areas: Cultural and artistic exchange, Japanese language education, Japanese studies and international dialogue. Every year, the Japan Foundation has programs to sponsor Japanese language education activities, financial support, research scholarships, and Japanese language training programs.

Research, study and teaching of Japanese in our country have developed for a long time. At the conference “International scientific conference on research and teaching - learning Japanese” at the University of Foreign Languages - Vietnam National University, Hanoi, teaching - learning Japanese in Vietnam began in 1957. However, through the long history, the war period also affected teaching and learning activities. In recent years, research and research report conferences have taken place more frequently. The international conference: “Teaching and learning Japanese in Vietnam from a multidimensional perspective” took place on September 17-18, 2022, organized by the University of Languages and International Studies - Vietnam National University, Hanoi and the Association for Research on Human Resource Transition in Asia. The conference revolved around the content of Japanese language training when receiving international students and interns to Japan, not only training in the Japanese language but also helping international students and interns become human resources in the commercial environment, becoming experts in the field of Nursing, Nursing, etc. Or the international scientific conference with the theme: “Research - Teaching Japanese language and Japanese studies: World trends and practices in Vietnam”. Workshop content: “To create a forum for academic exchange, communication, and learning of research and teaching experiences of Japanese language training institutions at home and abroad; Towards the goal of cooperation in teaching and research to promote exchanges between scientists, researchers, lecturers, and teachers of Vietnamese and Japanese higher education institutions”, taking place on October 26, 2023, at Hanoi University.

In addition to the seminars that take place continuously at universities, there are also articles and Master’s theses that conduct in-depth research on the management of Japanese language teaching activities at educational institutions such as Master’s thesis “Management of Japanese language teaching activities at secondary schools in Ba Dinh district, Hanoi city in the direction of socialization of education” (2017) by author Tran Thi Quynh Huong. The content of the thesis presents a viewpoint on the urgency of international integration, which is the issue of managing foreign language teaching activities, especially Japanese here. In addition to English being a widely popular language, Japanese is currently only deployed in some schools and is not given as much attention and focus as English. The topic of Japanese language management is raised with many specific and clear contents and goals, including the issue of socialization. Or the master’s thesis of author Tran Thi Binh (2018) with the topic “Managing Japanese language teaching activities at Mayumi Vietnam International Education Group according to the CIPO approach”. This topic aims to re-study the solution to the shortcomings and limitations such as lack of orientation for learners about the importance of foreign languages when studying abroad, not focusing on the inspection and evaluation of Japanese language teaching activities. From there, find

ways to improve the quality of management of Japanese language teaching activities of Mayumi Vietnam Education Group in particular, and study abroad consulting companies in Vietnam in general.

RESEARCH METHODS

To have a basis for assessing the current situation and recommending solutions to improve the quality of management of Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch, this study focuses on studying several legal documents on Japanese language teaching in Vietnam, specifically as follows:

Decree 61/2015/ND-CP regulating policies to support workers going abroad to work under contracts, regulating policies to support job creation and the national employment fund, including the content of supporting workers going to work abroad under contracts. This Decree aims to promote employment opportunities, increase income and improve the lives of workers while improving the quality of national human resources/.

Circular 12/2016/TT-BGDĐT: “Blended learning is the combination of e-learning with traditional teaching and learning methods to improve the effectiveness of training and the quality of education” regulates the organization of blended learning in educational and training institutions in Vietnam. The objective of the Circular is to improve the effectiveness and quality of education through the integration of e-learning with traditional teaching and learning methods; Decision 2080/QĐ-TTg in 2017 on approving the adjustment and supplementation of the Project on teaching and learning foreign languages in the national education system for the period 2017-2025 and Decision 2080/QĐ-TTg dated December 22, 2017 approving “Teaching and learning Japanese in the national education system”. This decision focuses on improving foreign language skills for students and workers, to meet the needs of international integration and develop high-quality human resources.

Circular No. 03/2019/TT-BLĐTBXH guiding vocational training for workers working abroad has detailed regulations on vocational training and Japanese language learning programs for workers. In Article 4, vocational and language training facilities for workers working abroad must ensure quality, and the curriculum must meet the requirements of the country receiving the workers, especially the Japanese language requirements.

Decision No. 2051/QĐ-BGDĐT dated May 18, 2021, of the Minister of Education and Training and the Japanese Language Education Standards of the Japan Foundation. Regarding the Japanese Language Education Standards of the Japan Foundation, this organization has developed “JF Can-do Japanese in Life” to list the basic Japanese communication skills necessary for foreigners living in Japan. Based on this standard, the Foundation also compiled the Japanese textbook “いそどろり 生活の日本語 (IRODORI: Japanese in Life)” to support learners in developing practical Japanese language skills. Current research method: The survey sample for managers, teachers and students is 97 people, including 05 managers, 12 teachers and 80 students. The questions focus on the following contents: (i) Developing a teaching plan, (ii) organizing teaching activities, (iii) directing teaching activities, (iv) checking and supervising teaching activities.

How to process survey data: Use Excel software to process data and research data collected during the survey process. The main purpose of this method is to process the collected information accurately and scientifically to draw specific conclusions about the research object.

Processing survey data: (i) Applying mathematical statistics methods to process data by calculating percentages, average scores, and ranking of each factor; (ii) Conventional calculation of scores for the questionnaire: Each table has options and is conventionally assigned 4 different levels for each factor.

The formula for calculating the average score of each factor: $X = (4A+3B+2C+D)/N$. In which: X is the average score; A, B, C and D are the number of opinions selected in descending order and N is the total number of respondents. The largest average score is 4; The smallest average score is 1. The range is $(Max - Min)/N = (4-1)/4 = 0.75$.

To find out in-depth information about some core issues of the project, the author will conduct several subjects including 03 managers (Manager 1, Manager 2, Manager 3), 05 teachers (Teachers 1, Teachers 2, Teachers 3, Teachers 4, Teachers 5), 02 students (Student 1, Student 2).

Table 1: Conventions on the scale

Rating Score	Opinions by Levels	Author's Rating Comments
$1,00 \leq X \leq 1,75$	Level 1: Weak/ Not important/ Not often/ Not influential	This is the weakness of the survey element, for these elements, there should be strong, continuous improvement measures or elimination (if possible).
$1,75 < X \leq 2,50$	Level 2: Average/ Less important/ Less often/ Little influential	This is the alarming factor, for these elements, there should be immediate, continuous improvement measures.
$2,50 < X \leq 3,25$	Level 3: Fair/ Satisfied/ Quite important/ Quite often/ Quite influential	This is the potential factor that creates strengths, small improvements are needed.
$3,25 < X \leq 4,00$	Level 4: Good/ Very satisfied/ Very important/ Very often/ Very influential	This is the strength of the survey element, which needs to be maintained and further developed

RESEARCH RESULTS AND DISCUSSION

Current Status of Developing Japanese Language Teaching Plan at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch

To survey the development of a Japanese language teaching plan, the author surveyed 97 subjects (teachers, managers, students) at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

Table 2: Current status of evaluating the development of Japanese language teaching plan at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	State the reasons and determine the legal basis for the Japanese language teaching activity plan	0	43,3	36,1	20,6	2,77	5
2	Determine the objectives, content, methods, forms, and evaluation.	0	8,25	48,45	43,3	3,35	3
3	Determine the human resources and tasks of teachers and students	0	1,03	50,52	48,45	3,47	1
4	Determine the duration and implementation time	0	5,16	47,42	47,42	3,42	2
5	Plan and finance among related departments	0	8,25	48,45	43,3	3,35	3
6	Inform the teaching activity plan to related departments	0	4,12	59,8	36,08	3,32	4

The survey table above gives the following results: Criterion 3 ranked first with an average score of 3.47, criterion 4 ranked second, with an average score of 3.42, both of which are rated as Good. This result reflects the current situation very accurately. Before starting teaching activities in a class (before the opening of the class), determining who is the teacher in charge, and the time to carry out teaching work from the beginning to the end of the course is the first priority. Each opening class will have many different subjects and professions, some professions require good Japanese ability, so choosing a teacher is very important. In addition, the teaching time will also be carefully considered, ensuring that learners are provided with adequate knowledge before going to work in Japan. In third place are criteria 2 and 5: "Determining objectives, content, methods, forms, assessment and evaluation", "Planning and finance among related departments", with an average score of 3.35, also assessed at the Good level. In line with the progress of activities, after determining human resources, teachers' tasks and training time, the next step is to plan more specifically in the curriculum and make financial plans with related departments.

In last place is criterion 1, with an average score of 2.77, assessed at the Good level. Compared to the remaining criteria, criterion 1 is less concerned. Most learners are more interested in the training program and study time than in the legal basis for Japanese language teaching activities.

Through direct interviews with 2 managers, the following observations were made: Manager 2 shared: The company will empower specialized departments to determine the goals, content, and implementation time of Japanese language teaching activities. Department managers will self-adjust and agree on time to build the most convenient Japanese language teaching plan. Manager 3 shared: After the department's action plan is built, it will be sent to the Board of Directors and managers, and we will review and contribute ideas to make it most suitable. In addition, adjust the cost of organizing teaching activities appropriately.

The above survey results show that the steps to build a teaching activity plan are fully implemented: Teaching plan, financial plan, implementation time, etc., the subjects performing the tasks are all clearly defined. Ensuring effectiveness and close coordination during the implementation process.

Current Status of Organizing Japanese Language Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch

To survey the organization of Japanese language teaching activities, the author surveyed 97 subjects (teachers, managers, students) at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

Table 3: Current status of organizing Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	Organize to thoroughly understand and agree with teachers and students on the objectives, content, teaching methods, and assessment	0	5,16	47,42	47,42	3,42	5
2	Organize to guide: guide the implementation of school regulations; implement a variety of Japanese teaching methods	0	8,25	48,45	43,3	3,35	6
3	Organize to thoroughly understand the tasks of teachers and students	0	1,03	50,52	48,45	3,47	4
4	Organize and assign coordination in implementation: facilities departments	0	5,16	47,42	47,42	3,42	5
5	Organize to maintain the assignment of coordination in implementing teaching activities	0	8,25	48,45	43,3	3,35	6
6	Organize to adjust teaching when there are difficulties	0	4,13	36,08	59,79	3,56	2
7	Organize to monitor, inspect, and urge Japanese teaching activities	0	8,25	28,87	62,89	3,55	3
8	Organize to inspect, evaluate the implementation results and summarize and draw lessons from Japanese teaching activities	0	0	35,05	64,95	3,65	1

From the survey results above, it can be seen that all criteria are rated Good. “Organizing inspections, evaluating implementation results and summarizing and drawing lessons from Japanese language teaching activities” ranked highest, with an average score of 3.65. This shows that after each course, the work of collecting learners’ opinions and drawing lessons from them is carried out very well. Efforts to improve and enhance knowledge and teaching methods are always highly appreciated.

Ranked 2nd and 3rd are criteria 6 and 7 with average scores of 3.56 and 3.55 respectively: “Organizing and implementing adjustments to teaching when there are difficulties”, “Organizing and implementing monitoring, inspection and urging Japanese language teaching activities”. These two activities are rated almost equally, the results show that these two activities are closely linked. Teaching activities are always adjusted so that the actual work goes smoothly, while the inspection and acceleration work plays a supporting role.

Through consulting opinions by directly interviewing 2 managers, 1 teacher and 1 student, we would like to record the following: Manager 2 shared: When there is a plan, the Head of the Training Department will contact the teaching staff, then the teachers will inform the students about the program and study time. Disseminate classroom rules, dormitory rules, introduce documents, textbooks and study schedules for a week. Manager 3 shared: We and the teaching staff welcome students to the dormitory, disseminate specific rules and learning styles to help students proactively adjust themselves to suit the new environment. Teacher 3: When starting a new course (opening), the dissemination of the study program must be complete and accurate. In addition to using words, teachers also prepare documents with clearly written content, so that students can review and remember what they have forgotten. Inside, there is also the homeroom teacher’s phone number. Student 3 shared: Every day, our teachers take attendance and check our uniforms when we come to class. After class time, in the evening, we study by ourselves at the dormitory, but also within the prescribed time. Students must submit their homework to their homeroom teachers on time.

In summary, the above results show that the organization and implementation of Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch, has been implemented very well. In addition, the two stages of “Organizing guidance: guiding the implementation of school and classroom regulations; implementing a variety of Japanese teaching methods” and “Organizing and implementing the division of work and coordination in teaching activities” although rated at Good level, have the lowest average score. From this survey, the author sees that it is necessary to make further improvements to further perfect the organization.

Current Situation of Directing Japanese Language Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch

To survey the direction of Japanese language teaching activities, the author surveyed 97 subjects (teachers, managers) at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

Table 4: Current situation of directing Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	The Board of Directors directs raising awareness of the importance of Japanese language teaching activities for managers	0	1,05	29,47	69,48	3,24	2
2	Managers direct raising awareness of the importance of Japanese language teaching activities for Training Department Heads	0	4,21	26,32	69,47	3,12	3
3	Training Department Heads direct raising awareness of the importance of Japanese language teaching activities for teachers and students	0	3,16	35,79	61,05	3,47	1
4	Teachers are the ones who directly direct raising awareness of students about the importance of Japanese language teaching activities	0	9,47	49,47	38,95	3,24	2
5	Coordination and direction among related departments	0	3,16	35,79	61,05	3,06	4

The survey results are as follows: In first place is criterion 3, with an average score of 3.47: “The head of the training department directs raising awareness of the importance of Japanese language teaching activities to teachers and students”. This result shows that the management staff of the training department (head of the training department) fulfills their role well, the direction of teaching activities is good, the percentage of evaluations at level 4 accounts for more than 50% (61.05%).

In second place are 2 criteria 1.4 with the same average score of 3.24: “The board of directors directs raising awareness of the importance of Japanese language teaching activities to management staff”, “teachers are the ones who directly direct raising awareness of students about the importance of Japanese language teaching activities”. In last place is criterion 4, with an average score of 3.06: “Coordination of direction between related departments”. This is a common situation in many organizations: the connection and coordination between departments and divisions are still loose and inflexible. And often there is a shift in responsibility when problems arise. With an average score of 3.06, achieving a Fair rating, criterion 5 is not alarming, but it also needs to be improved for the better.

Through consulting opinions by directly interviewing 1 manager and 1 teacher, we would like to record the following: Teacher 3 shared: During the teaching process, we have a weekly meeting plan in addition to assessing the current situation, also to raise awareness of the role and responsibility of teachers towards students. At the same time, we direct increased coordination with departments to create conditions for teaching activities to take place in the best way. The responsibility of teachers is very important because we are the ones who directly direct teaching activities, so we must always be close to our students. Manager 2 shared: We are empowered by the leadership to supervise the Japanese language teaching process, we also have our roles and responsibilities in training and implementing coordination with the teaching staff.

The above results reflect the current situation, the problem that most companies and organizations have: Departments lack connection, lack communication, and do not work according to their roles and responsibilities. It is necessary to unify the viewpoints, goals, or working methods between departments to avoid conflicts; finally, regularly organize periodic meetings to solve arising problems and ensure everything is on the right track.

Current status of inspection and evaluation of Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

To survey, inspect and evaluate Japanese language teaching activities, the author surveyed 97 subjects (teachers, managers, students) at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch.

Table 5: Current status of inspection and evaluation of Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch

Order	Content	Ratio (%)				XTB	Level
		1	2	3	4		
1	Establish a management team to organize regular and periodic inspections and evaluations of Japanese language teaching activities, etc.	0	2,06	47,42	50,52	3,48	3
2	Regularly and periodically check and evaluate teachers' responsibilities						
2.1	Lesson Planning and Design	0	8,25	48,45	43,3	3,35	6
2.2	Using Checklists for Evaluation	0	1,03	43,3	55,67	3,55	2
2.3	Teaching Methods and Skills	0	5,15	47,42	47,42	3,42	5
3	Regularly and periodically check and evaluate students' responsibilities						
3.1	Assess awareness, responsibility, attitude, learning spirit	0	4,12	59,79	36,08	3,32	7
3.2	Assess compliance with regulations, time, dress code...	0	2,06	35,05	62,89	3,6	1
3.3	Assess self-study ability through self-study plan recorded in notebook	0	1,03	50,52	48,45	3,47	4

Looking at the survey results above, it is easy to see that all criteria are rated at a Good level. Ranked first is criterion 3.2 with an average score of 3.6: "Evaluation of compliance with regulations, hours, and dress code". This result shows that managers are very interested in compliance with regulations, hours, etc. Whether or not a participant in exporting labor to Japan can work in Japan must pass two basic evaluation criteria: Japanese and attitude (behavioral attitude, compliance with rules and regulations). Compliance with regulations and hours at the workplace is the first necessary factor, so criterion 3.2 is of great interest to managers and teachers and has been requested to be evaluated extremely seriously. And that is also noted through the above survey. Next is the second position, criterion 2.2: "Using scoreboards for evaluation". Up to now, evaluating learners' abilities and knowledge through scoreboards is the most effective and fair method.

Ranked in the last two positions are the two criteria 2.1 and 3.1, with average scores of 3.35 and 3.32 respectively: Evaluation of "Lesson planning and design" and "Evaluation of awareness, responsibility, attitude, and spirit of learning". Remember in the "building teaching objectives" survey framework, the criterion "Regularly update and expand new knowledge for lectures" achieved the lowest level among the survey criteria, then in this survey framework, the evaluation of "lesson planning and design" was also not highly appreciated. In this issue, from the preparation stage to the testing and evaluation stage, everything is not good compared to other activities. The criterion "Assessing awareness, responsibility, attitude, and learning spirit" is ranked last, which is not a matter of concern, because from the stage of setting goals, organizing, and directing, the urging and attention to the learning and difficulties of students are always closely maintained, ensuring that no problems occur during the learning process.

Through consulting opinions by directly interviewing 2 managers and 1 teacher, we would like to record the following: Manager 2 shared: The assessment and evaluation plan is divided into 2 activities: teachers check and evaluate the learning situation of students, managers check and evaluate the progress of Japanese teaching activities, and check whether they are following the set goals or not. Manager 3 shared: The assessment of teachers on students through scores is easy for managers to grasp, but the assessment of learning style and spirit requires the teaching staff to have specific and detailed reports for each period (week, month, or quarter). Teacher 4 shared: In addition to scores, we are interested in assessing style, awareness of compliance with regulations, learning attitude as well as the spirit of helping people around. However, the above assessment contents are still very subjective, requiring teachers to have experience and regularly exchange and learn from other teachers' experiences. The above survey results show a fairly positive overall picture, the issues that need to be improved are mainly related to the completion of teaching plans and testing and assessment of students' attitudes, which need to be focused on more in the coming time to improve teaching quality and ensure comprehensive development of students.

PROPOSE SOME SOLUTIONS

Innovation in Building a Japanese Language Teaching Plan at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch:

Help students reduce stress and fatigue in studying; help students understand and study - practice the right method. Students understand the necessary and important issues in studying, which will form the motivation to study. And thus create excitement and interest in Japanese.

Based on the teaching objectives prescribed by the Ministry of Labor - Invalids and Social Affairs, Thang Long DIH Company builds orientations and steps to achieve goals that are suitable for reality; from there, build an

implementation plan: General goals to achieve the goal of managing Japanese language teaching activities, specific targets to achieve for the goal of managing Japanese language teaching activities.

The Japanese language teaching plan must be based on determining teaching objectives and capacity development targets for students in the course. This must be based on the teacher's teaching ability and the results of the quality survey in the classes that the teacher is assigned from the beginning of the course.

Diversifying the Forms of Organizing Japanese Language Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch:

The goal of the measure is to diversify the content of Japanese language teaching so that students not only participate in class activities but also organize extracurricular activities, exchange sessions with schools, Japanese language teaching facilities, or Japanese cultural festivals, to experience the real Japanese language environment, as well as better understand Japanese culture.

Organizing the allocation of forces to implement and participate in teaching activities: In the process of managing Japanese teaching activities, managers need to mobilize members of the company's management apparatus, assign tasks, monitor and grasp the implementation of weekly and monthly plans and programs through class observation, reporting learning results, etc. The important thing is the step of analyzing the collected information, to evaluate the implementation of plans and programs after periodic quarterly and monthly monitoring. From there, appropriate management measures can be proposed, helping teachers to properly and fully implement the training programs and plans.

Strengthening the Direction of Japanese Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch:

Directing the development of teaching objectives in the direction of encouraging the development of students' capacity. Directing teachers to prepare lessons and class hours in the direction of developing students' capacity. Encourage and set an example for teachers to implement new teaching methods that help learners develop their abilities and improve their self-study ability. In addition, there are administrative, psychological and economic measures to encourage teachers to always innovate teaching methods.

Direct teaching activities according to the plan and curriculum set out at the beginning of the course. Direct and promote the building of friendly classrooms, implementing monthly and quarterly goals.

Direct and organize daily activities on implementing teaching and education disciplines, promoting school traditions, building and maintaining a clean and green environment.

Innovate the Inspection and Evaluation of Japanese Language Teaching Activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City Branch:

Purpose of the inspection and evaluation of Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company, Ho Chi Minh City branch. The process of managing and evaluating results will focus on managing objectives, content and implementation methods in the stages of the course.

Monitor, inspect and evaluate the development and implementation of teachers' plans quarterly and monthly through the professional management system. Inspect and evaluate teachers' lesson plan development: Grasp the advantages and disadvantages in implementing teaching objectives in the direction of practical application in Japanese life, through which managers can make timely adjustments and propose solutions and measures to ensure that the training takes place in the right direction and with the set goals; help teachers recognize their strengths and weaknesses so that they can continue to achieve teaching objectives.

The development and implementation of items and standards for testing and evaluating Japanese language teaching activities will be carried out according to the company's regulations. Plans, lesson plans, class observations, organization of Japanese language teaching activities and the effectiveness of Japanese language teaching activities will be evaluated through: attitude, discipline, methods, ethics, collective and individual discipline and motor skills of students.

CONCLUSION

Japanese language teaching activities at labor export companies in general have many challenges, the ability to absorb and the learning needs of workers are different. Many workers have low foreign language absorption ability. Building training programs and teaching materials suitable for the learning needs of workers is a big challenge. Teachers use a combination of many textbooks, not just one document. In addition, the practice environment is also an important factor. Workers do not have many opportunities to practice and apply, leading to forgetting the knowledge they have learned. Managing Japanese language teaching activities at Thang Long DIH Resource Development Joint Stock Company,

Ho Chi Minh City branch is a set of management activities including planning, organizing, directing and evaluating the implementation of Japanese language teaching activities to help students apply and synthesize knowledge, form a sense of responsibility, not only serving personal interests but also contributing to enhancing the cooperative relationship between Vietnam and Japan, promoting the sustainable development of both countries.

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