Original Research Article

Managing Teaching Activities at Secondary Schools An Binh Tan District, Ho Chi Minh City in the Direction of Digital Transformation

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Abstract: This study focuses on clarifying the fundamental issues of managing teaching activities at secondary schools in Binh Tan District, Ho Chi Minh City, in the direction of digital transformation. The main objective of the project is to systematize the theoretical and practical basis of teaching at secondary schools in the direction of digital transformation, assess the current status of managing teaching activities at secondary schools in the direction of digital transformation, and propose effective management measures to improve the quality of teaching in the direction of digital transformation. The results of theoretical and practical research on 120 people who are managers and teachers in some secondary schools in Binh Tan district, Ho Chi Minh City, show that, despite efforts in management, there are still many limitations and challenges that need to be overcome. Proposed measures focus on improving the capacity of managers and teachers, improving facilities and teaching equipment, along with strengthening coordination among stakeholders.

Keywords: Management, teaching activities, digital transformation, secondary schools, Binh Tan district, Ho Chi Minh City.

INTRODUCTION

Secondary education aims to "focus on developing intelligence, physical strength, forming qualities, civic capacity, discovering and nurturing talents, and providing career guidance for students. Improve the quality of comprehensive education, focusing on education on ideals, traditions, ethics, lifestyle, foreign languages, information technology, practical skills and abilities, and applying knowledge to practice. Develop creativity, self-study, and encourage lifelong learning" (Ministry of Education and Training, 2016). Among the three levels of education, secondary education plays an important role, as a bridge for students to study at the next level or participate in labor and production activities. The Communist Party of Vietnam (CPV) clearly states: "Ensure that students with a junior high school degree have basic general knowledge, meeting the requirements of strong streaming after junior high school; high school must approach careers and prepare for quality post-secondary education" (Central Party Executive Committee, 2013).

The development of information technology has played an important role in the process of modernization and industrialization, creating significant steps forward in socio-economic terms. In the field of education, the integration of information technology brings many great benefits. It creates a dynamic and modern learning environment, improving the effectiveness of teaching and learning. Advanced technologies such as artificial intelligence (AI), machine learning and virtual reality (VR) open up opportunities for breakthrough teaching methods. Moreover, information technology makes access to knowledge easier for all subjects, regardless of geographical or economic conditions. The development of the information technology industry also creates many new job opportunities. Technology companies and programmers are making important contributions to the national economic growth. Therefore, management agencies and related sectors need to focus on promoting the application of information technology in education. This will contribute to improving the quality of training, equipping essential knowledge and skills for modern life, towards the sustainable development of society.

Resolution No. 29/NQ-TW Resolution of the 8th Central Conference, Session XI, dated January 4, 2013, clearly stated: "Shift from mainly classroom learning to organizing diverse forms of learning, paying attention to social activities, extracurricular activities, and scientific research. Promote the application of information and communication technology in teaching and learning" (Central Party Executive Committee, 2013). Decision No. 749/QD-TTg of the Prime Minister dated June 3, 2020 on the Decision approving the "National Digital Transformation Program to 2025, with a vision to 2030" has set a clear goal of applying digital technology to education, aiming to improve the quality of teaching and learning, meeting the requirements of the digital society. Developing a platform to support remote teaching and learning, thoroughly applying digital technology in management, teaching and learning; digitizing documents and textbooks; building a platform to share teaching and learning resources in both direct and online forms. Developing technology to serve education, towards personalized training. 100% of educational institutions implement remote teaching and learning, including piloting a training program that allows students to study online for at least 20% of the program content. Apply digital technology to assign homework and check students' preparation before coming to class (Prime Minister, 2020).

Decision No. 1270/QD-SGDĐT Ho Chi Minh City, dated May 24, 2022, promulgating the plan to strengthen the application of information technology and digital transformation of the education and training sector of Ho Chi Minh City in the period of 2022 - 2025, with a vision to 2030. Aiming to build a smart education ecosystem in Ho Chi Minh City, where digital technology is applied throughout from management to teaching and learning. This decision not only focuses on digitizing records and developing online learning platforms, but also focuses on improving the digital capacity of teachers, thereby creating a creative and effective learning environment. To achieve this goal, the city will invest heavily in technology infrastructure, and at the same time implement training and development programs to equip teachers with the necessary knowledge and skills to apply technology in teaching (Ho Chi Minh City Department of Education and Training, 2022).

In that context, the education and training sector of Binh Tan district, Ho Chi Minh City has issued instructions to affiliated secondary schools to increase the application of information technology and implement digital transformation in management and teaching activities. However, digital transformation in secondary schools still has certain limitations, etc. Based on the above theoretical and practical bases, the author chose the topic: "Managing teaching activities at secondary schools in Binh Tan district, Ho Chi Minh City, in the direction of digital transformation" as his research topic.

LITERATURE REVIEW

Teaching activities

According to author Le Van Hong (1995), "Teaching activities are a purposeful, planned process carried out by teachers to help students acquire knowledge, develop skills and positive attitudes". According to Nguyen Duc Chinh, Vu Lan Huong and Pham Thi Nga (2015), "Teaching activities are a system of coordinated and interactive actions between teachers and students, in which under the main influence of teachers, students voluntarily, actively and proactively acquire a system of scientific knowledge, skills, techniques, develop cognitive capacity, action capacity, form a scientific worldview and personality qualities". According to Ho Duc Hiep (2022), teaching is the process of transmitting knowledge from teachers to students to achieve educational goals. According to Le Thi Thuy Hang, et al. (2020), teaching is the process in which teachers use their knowledge and skills to guide learners and acquire knowledge designed according to the promulgated educational program, etc.

From the above analysis, we can understand that: Teaching activities are a system of coordinated and interactive actions between teachers and students. In this process, teachers take on the role of organizing, guiding, controlling, adjusting, checking and evaluating, while students play a self-conscious, active and proactive role in acquiring scientific knowledge, skills, techniques and developing cognitive and action abilities. Through this activity, students form a scientific worldview and develop personality qualities.

Secondary school

According to Circular 32/2020/TT-BGDDT of the Ministry of Education and Training: "High school is a general education institution of the national education system. The school has legal status, its account and seal". Secondary school (junior high school or secondary school) is a level of education in the education system in Vietnam, after Primary school (grade 1) and before High school (grade 3). Secondary school lasts 4 years (from grade 6 to grade 9). The age of students in secondary school is from 11 to 15 years old. After completing secondary school, students will be considered for recognition of secondary school graduation. Secondary schools are located in each commune, ward, and town. However, in reality, there are still some communes without secondary schools. These are usually communes in remote, isolated, or island areas. According to the provisions of the State Budget Law, investment in the construction of junior high schools as well as primary schools is the responsibility of the district and county authorities.

Article 2 of the Charter of Secondary Schools stipulates: "Junior high schools are educational institutions of the secondary level, the level following the primary level of the national education system to complete general education.

Junior high schools have legal status and their own seals". Thus, junior high schools create a stepping stone, a foundation for students to have enough qualities, abilities, and knowledge to enter higher education levels, this is a very important level.

Digital transformation

Digital transformation is an inevitable trend today, it takes place in all areas of life, including education. The process of applying digital technology to all aspects of an organization, business, or government to change the way it operates and provide value to users. This process not only involves the use of new technology but also requires changes in culture, work processes, and business models.

Key elements of digital transformation include: Digital technology uses technologies such as artificial intelligence (AI), blockchain, Internet of Things (IoT), cloud computing, big data, and 5G networks to improve and optimize processes. Data is used to mine and analyze data to make more accurate and faster decisions, as well as create new products and services. Specifically: (i) Processes: Reengineering business processes to become more efficient, automating manual tasks, and improving user experience; (ii) People: Training and developing digital skills for employees, promoting a new working culture with flexibility and creativity; (iii) Customer experience: Improving customer interactions through digital channels, digital transformation helps increase productivity, create quality products and services, and open up new business opportunities. However, this process also requires significant investment in technology and resources, as well as the ability to manage change in the organization.

From the above viewpoints, according to the author: "Digital transformation is the process of converting business models, organizations and administration from traditional to those based on the development of information technology and the internet. This process requires the application and utilization of digital technologies such as Big Data, IoT, Cloud, and other technologies to create new value and improve work performance in different areas, including business, management and work processes".

Teaching activities in secondary schools towards digital transformation

According to researchers, Teaching activities in secondary schools towards digital transformation include: (i) Creating and using online learning platforms such as learning websites, learning management systems (LMS) and online forums to provide learning materials, interactions and feedback to students. (ii) Developing and developing interactive teaching methods, such as collaborative learning, project-based learning and problem-solving through the use of technology and digital tools to enhance student engagement and learning experiences. (iii) Using multimedia applications and software to create engaging and interactive teaching content such as videos, educational games and other online activities to enhance teaching effectiveness. (iv) Assess students through online assessment forms and automate the analytical assessment process, helping teachers assess and provide quick feedback to students.

From the above concepts, according to the author, teaching activities in junior high schools in the direction of digital transformation are using technological devices such as computers, projectors, tablets and teaching software to create a learning environment that expands information access to online learning materials, convenient multimedia solutions and online exercises for students.

Managing teaching activities in junior high schools in the direction of digital transformation

According to researchers: "Management is the art of knowing what to do when it needs to be done and seeing that it is done in the best and cheapest way" (Phan Van Kha, 2007). Harold Koontz, Cyril O'Donnell, & Heinz Weihrich (1999) in the book "Essentials of Management" said: "Management involves designing an environment in which people work together in groups to achieve goals". Nguyen Quoc Chi, Nguyen Thi My Loc (2014) emphasized that management is "the process of achieving organizational goals through the application of activities such as planning, organizing, directing and controlling". Vu Dung (2017) stated that: "Management is the directed, purposeful, planned and systematic impact of the management subject on its object". Van Vu (2023) stated that management is a goal-oriented activity to achieve set goals. Pham Van Thuan, Nguyen Dang An Long (2021) proposed the concept: "Management is the purposeful, planned impact of the management subject on the management object to achieve the set goals".

From the above viewpoints, managing teaching activities in the direction of digital transformation is understood as: (i) Using LMS to manage teaching content, monitor students' learning progress, and create an online learning environment. Popular LMS systems include Google Classroom, Moodle, and Blackboard. (ii) Use data analytics tools to collect and analyze information about student learning performance. This helps identify learning trends, detect problems early, and propose improvement measures. (iii) Use tools such as instructional videos, virtual simulations, and interactive software to improve the quality of lectures. These tools help make lectures more vivid and easier for students to understand. (iv) Use tools such as email, forums, and online chat applications to facilitate interaction between teachers and students. This helps maintain regular communication and support effective learning. Thus, managing teaching activities in the

direction of digital transformation is the process of influencing the management subject on the management object through management functions using digital technology in teachers' teaching activities.

RESEARCH METHODS

***Theoretical research method*:** Systematically study domestic and foreign documents and materials related to the management of teaching activities in the direction of digital transformation. In addition, study the works of prestigious domestic and foreign authors related to the content of the project. From there, build a theoretical framework for the project, orient the design of research tools and the practical investigation process. Finally, it is necessary to systematically record and summarize important information. This will create a solid foundation for the development of the research project.

Practical research method:
(i) Purpose: Used to collect data and information on the current status of managing teaching activities in the direction of digital transformation. It is a research method that directly affects the research subject in the natural environment to collect data and draw conclusions.
(ii) Content: can apply the online survey method through the Google Form platform. This questionnaire will focus on assessing the perceptions, attitudes and views of the respondents on the above issue.
(iii) How to do it: Step 1: Design a questionnaire (survey form) from Google Form; Step 2: Print the survey form directly or send it via Zalo to the survey subjects at secondary schools in Binh Tan district; Step 3: Collect and process data from Google Form.

Statistical methods:
(i) Purpose: Including observation, investigation, interview, mathematical statistics... to find specific norms, numbers reflecting the current situation.
(ii) Content: support data processing and analysis of information collected directly from the research subjects.
(iii) Implementation method: Use Excel software to analyze and statistically analyze specific research data as follows: Statistics and data entry of collected survey tables; Encoding and cleaning data after entry; Creating a list of variables; Processing variables using commands; Descriptive statistics using statistical methods or commands to perform statistics from simple to in-depth to clarify the research subjects.

***Scale convention*:** Use a 5-level Likert scale. Each question is measured with 5 levels increasing from 1 point to 5 points with the convention in the scale convention table. In a Likert scale, a "step" refers to the distance between points on the scale. In a 5-point scale, the step is usually 1 point, meaning that each point is one unit apart. This creates an even distance between the ratings, making data analysis easier. The convention for the scale is shown in Table 1.

Table 1: Rating scale of mean values

Score	Attainment Level	Level of agreement	Level of influence
From 1.0 to 1.80	Poor	Disagree	No influence
From 1.81 to 2.60	Weak	Slightly agree	Little influence
From 2.61 to 3.40	Average	Moderately agree	Moderate influence
From 3.41 to 4.20	Rather	Rather agree	Rather influence
From 4.21 to 5.0	Good	Strongly agree	Very influence

RESEARCH RESULTS AND DISCUSSION

The current status of the importance of managing teaching activities in junior high schools in Binh Tan district, Ho Chi Minh City towards digital transformation

The author conducted a survey of 120 managers and teachers in 3 junior high schools in Binh Tan district, Ho Chi Minh City on the current status of the importance of managing teaching activities towards digital transformation.

Table 2: The current status of the importance of managing teaching activities towards digital transformation

Order	Content	Quantity (people)	Ratio (%)
1	Very important	60	50,0
2	Important	35	29,1
3	Normal	15	12,5
4	Less important	10	8,4
5	Not important	0	0,0

The results show a positive rather thing, with the majority of respondents rating the importance of the issue as high. Specifically, half of the respondents, or 50%, rated the importance of digital instructional management as "Good".

Next, 29.1% rated it as "Rather". These figures reflect a positive trend of awareness among teachers and administrators. However, the results also point to some challenges that need attention. There is still a significant proportion of administrators and teachers who are not fully aware of the importance of the issue. Specifically, 12.5% rated it as "Average", and notably, 8.4% rated the importance as "Weak". These figures suggest that despite significant progress, further measures are needed to raise awareness of digital instructional management across the education sector. A recent survey shows that most principals have recognized the importance of digital teaching management. They consider this a key task in school management. Some management areas are focused on while other ratherc areas are not.

The awareness of managers (managers) and teachers on this issue is still not comprehensive. This suggests that there should be more necessary measures in the coming time, overcoming limitations in ideological awareness, improving understanding of educational management in the direction of innovation combined with digital transformation.

Planning for managing teaching activities at secondary schools in Binh Tan district, Ho Chi Minh City in the direction of digital transformation
The author conducted a survey of 120 managers and teachers in 3 secondary schools in Binh Tan district, Ho Chi Minh City on the current status of planning for managing teaching activities in the direction of digital transformation.

Table 3: Current status of planning to manage teaching activities towards digital transformation

Order	Content	Level of implementation					Average score	Rating
		Poor	Weak	Average	Rather	Good		
		1	2	3	4	5		
1	Develop an online operational model plan	0	15	20	30	55	4,04	3
2	Improve teachers' understanding of the school year's teaching plan	0	5	20	45	50	4,16	1
3	Require teachers to develop teaching plans and approve teachers' plans	0	10	20	45	45	4,07	2
4	Develop an online database	0	5	35	35	45	4,00	4

The results were highly evaluated in many content areas, with the goal of being rated at "good". Most notably, the content "Improving teachers' mastery of the school year's teaching plan" was rated highest with an average score of 4.16, reaching the "good" level.

In the process of instilling teachers' mastery of the school year's teaching plan, managers paid special attention to directives from superiors and the school's plan. Although Ratherc factors were considered, they were often rated at a lower level. This is a true reflection of the current situation in the education sector. This comprehensive approach can motivate and improve teaching effectiveness. However, there are also cases where professional assignments are not based on professional competence for other reasons, such as respect or personal factors. This survey result suggests that a more balanced and comprehensive approach to professional assignments is needed.

The content "Requiring teachers to plan teaching and approve teachers' plans" achieved an average score of 4.07, ranked second and was rated as "good". The general plan was well implemented by the management staff, but when it was deployed to subordinates for concretization, it was not seriously implemented. This suggests that there needs to be an improvement in the monitoring and evaluation of the established teaching plan. The content "Developing an online operation model plan" achieved an average score of 4.04, ranked third and was rated as "Rather". Notably, the planning process lacked extensive consultation from the school community before finalization and announcement, so the comprehensiveness was not high. However, the leadership team of Binh Tan district secondary schools grasped the plan of the whole school according to the online operation model, from which it was deployed to the subordinates appropriately. The content "Building an online database" ranked fourth with an average score of 4.00, reaching the "Rather" level.

Organizing teaching activities at secondary schools in Binh Tan district, Ho Chi Minh City in the direction of digital transformation
The author conducted a survey of 120 managers and teachers in 3 secondary schools in Binh Tan district, Ho Chi Minh City on the current situation of organizing teaching activities in the direction of digital transformation.

Table 4: Current situation of organizing teaching activities managing teaching activities in the direction of digital transformation

Order	Content	Level of implementation					Average score	Rating
		Poor	Weak	Average	Rather	Good		
		1	2	3	4	5		
1	Identify the target number of transformation tasks in the teaching activities at the school	0	10	25	35	50	4,04	4
2	Manage the work of lesson preparation and class preparation of teachers	0	0	15	40	65	4,41	1
3	Prepare the conditions for class	0	5	15	50	50	4,20	3
4	Create digital content suitable for the curriculum	0	10	30	40	40	3,91	5
5	Create a digital learning environment	0	5	20	35	60	4,25	2

The survey results show that the subjects highly appreciated the contents, the assessment objectives were all at the level of "good" and "rather", specifically:

The content "Managing teachers' lesson preparation and class preparation" ranked first with an average score of 4.41, reaching the level of "good". This is an essential element of educational activities towards digital transformation that teachers must respect. In reality, in secondary schools, most teachers are fully aware of the lesson preparation regulations and teachers also strictly implement these regulations through lesson plans when teaching.

Managers have encouraged teachers to compile and use documents in their professional work. However, in reality, although some teachers have done this job well, managers have not yet had any forms of reward. This limits the spread of positive professional activities in the teaching community. To overcome this limitation, self-compiled documents are needed and the drafting by professional groups and teams is widely implemented.

The survey showed that the content "Creating a digital learning environment" achieved an average score of 4.25, ranked second and was rated at "good". This reflects the significant efforts of the management team at secondary schools in Binh Tan district in modernizing the educational environment.

These efforts not only help students get acquainted with the technological environment, better preparing for the future in the digital age. However, to have a digital learning environment, schools need to continue to update and upgrade their infrastructure.

The content "Preparing conditions for going to class" ranked third with an average score of 4.20 at the "Rather" level. This content is also highly appreciated by managers and teachers, and the conditions for class such as lesson plans and guaranteed materials are focused on and well directed by schools.

The content "Determining the target of the number of tasks converted in teaching activities at school" ranked fourth with an average score of 4.04 at the "Rather" level.

The content "Creating digital content suitable for the curriculum" ranked fifth with an average score of 3.91 at the "Rather" level. Schools have provided online learning materials, teaching videos, exercises and multiple choice questions to support distance learning and improve students' skills.

Directing teaching activities at secondary schools in Binh Tan District, Ho Chi Minh City towards digital transformation

The author conducted a survey of 120 managers and teachers in 3 secondary schools in Binh Tan District, Ho Chi Minh City on the current situation of directing teaching activities towards digital transformation.

Table 5: Current situation of directing and managing teaching activities towards digital transformation

Order	Content	Level of implementation					Average score	Rating
		Poor	Weak	Average	Rather	Good		
		1	2	3	4	5		
1	Directing the implementation of the plan for the use of technology and digital teaching methods	0	12	28	39	41	3,90	6

2	Directing the provision of adequate technical infrastructure and technological equipment	0	5	25	40	50	4,12	2
3	Directing the provision of training courses for teachers on the use of technology and digital teaching methods	0	5	15	50	50	4,21	1
4	Directing the development and construction of teaching materials, online learning content and electronic learning materials	0	10	40	20	50	3,91	5
5	Directing the encouragement of students and teachers to use digital technologies and applications in the learning process	0	15	20	30	55	4,04	3
6	Directing the monitoring and evaluation of the application of technology and digital teaching methods	0	10	30	35	45	3,95	4

The content "Directing the provision of training courses for teachers on the use of technology and digital teaching methods" ranked first with an average score of 4.21 at the "Good" level. The content "Directing the provision of adequate technical infrastructure and technological equipment" ranked second with an average score of 4.12 at the "Rather" level; The content "Directing the encouragement of students and teachers to use digital technology and applications in the learning process" ranked third with an average score of 4.04 at the "Rather" level; The content "Directing the monitoring and evaluation of the application of technology and digital teaching methods" ranked fourth with an average score of 3.95 at the "Rather" level; The content "Directing the development and development of teaching materials, online learning content and electronic learning materials" ranked fifth with an average score of 3.91 at the "Rather" level; The content of "Directing the implementation of the plan to use technology and digital teaching methods" ranked sixth with an average score of 3.90 at the "Rather" level.

Secondary schools in Binh Tan district have established online learning environments, forums and collaboration platforms to enhance interaction and creativity for teachers and students. Monitoring and evaluating the application of technology and digital teaching methods are also well implemented.

However, the synchronization of online learning content and electronic learning materials is not high, which can cause difficulties in learning for students. Second, training for teachers and students to access teaching content in the direction of digital transformation has not reached a large scale. In addition, the issue of directing, monitoring and evaluating the application of technology and digital teaching methods is also difficult due to the lack of clear assessment criteria. This needs to be improved to ensure effective and sustainable teaching activities in secondary schools.

From the above limitations in the direction of direction, Ratherch needs to overcome and improve the capacity of direction in the coming time.

Inspection of teaching activities management at secondary schools in Binh Tan district, Ho Chi Minh City in the direction of digital transformation
The author conducted a survey of 120 managers and teachers in 3 secondary schools in Binh Tan district, Ho Chi Minh City on the current status of inspection of teaching activities in the direction of digital transformation.

Table 6: Current status of inspection of teaching activities management in the direction of digital transformation

Order	Content	Level of implementation					Average score	Rating
		Poor	Weak	Average	Rather	Good		
		1	2	3	4	5		
1	Through checking teachers' records and lesson plans	0	5	20	45	50	4,20	1
2	Class observation, teaching conferences, excellent teacher competitions at all levels, writing experience initiatives, scientific research, etc.	0	5	25	50	40	4,04	2

3	Through students' learning results at the end of the semester, the end of the school year, and excellent student competitions at all levels	0	10	30	40	40	3,91	3

The survey results show that the subjects highly appreciate the contents and assessment objectives at the "Rather" level, specifically: The content "Through checking the teachers' records and teaching plans" ranked first with an average score of 4.20 at the "Rather" level. The content "Observing classes, teaching conferences, excellent teacher competitions at all levels, writing experience initiatives, scientific research..." ranked second with an average score of 4.04 at the "Rather" level; The content "Through students' learning results at the end of the semester, the end of the school year, excellent student competitions at all levels" ranked third with an average score of 3.91 at the "Rather" level. Thus, the inspection activities were implemented by the managers rather well.

SOME ISSUES TO DISCUSS
Advantages and causes
Advantages: (i) Teaching activities at secondary schools in Binh Tan district in the direction of digital transformation have been highly appreciated by managers and teachers, who have thoroughly grasped and implemented the application of digital transformation in teaching activities, thereby improving the quality of education of schools. (ii) Managers of secondary schools have developed plans to implement teaching activities in the direction of digital transformation, unified awareness, and have carried out management steps. (iii) In terms of organization and management, leaders pay attention and focus on leadership and management at each stage and step. (iv) Inspection and supervision activities are conducted regularly. (v) Using LMS systems helps manage student records. (vi) Digital tools help schools easily monitor and evaluate teachers' teaching activities, thereby being able to adjust and improve promptly. (vii) Using timetable management software and support tools helps optimize teaching time, reducing unnecessary administrative work. (viii) Students have access to and become familiar with modern technologies, thereby developing necessary digital skills for the future. (ix) Reports and information related to teaching activities are made public, making it easy for parents and students to monitor and evaluate.

Reasons: (i) The results of local socio-economic development create favorable conditions for teaching activities at secondary schools in Binh Tan district towards digital transformation. (ii) Regularly receiving help from parents in terms of material, means, and spiritual support for secondary schools. (iii) Managers have management capacity, know how to motivate and encourage teachers to devote all their heart and effort to teaching. (iv) The assignment of expertise to teachers is carried out according to the abilities of each individual, following the mission and aspirations of the school, while taking into account the circumstances and aspirations of the teachers themselves.

Limitations and causes
Limitations: (i) Managing teaching activities at secondary schools in Binh Tan district in the direction of digital transformation has clear advantages, but also faces some disadvantages that need to be improved. (ii) Some teachers still feel apprehensive and think that digital transformation takes a long time, due to their insufficient IT proficiency, which slows down the implementation process. (iii) Management of digital transformation-related content is not comprehensive and synchronous. Management is mainly based on the assignment of tasks by paper or verbal assignment. (iv) Some management plans only focus on the unit level, lacking practicality and feasibility in implementation. (v) The implementation of new teaching methods is slow, the professional qualifications of teachers are not uniform, and the lack of motivation for students to learn is also a concern. (vi) The problems of testing and assessment software have not been deployed synchronously, the infrastructure is not good and paper-based testing is the main method. (vii) There are still large differences in awareness and skills in using technology between schools, even between teachers in the same school. (viii) Technology infrastructure is uneven. Many schools, especially in remote areas, still lack facilities and technology equipment. (xi) Lack of qualified teachers. The number of teachers trained in information technology is limited. (x) Investing in technology requires a large amount of funding, putting pressure on school budgets. (xi) The use of online platforms raises many issues regarding the security of the personal information of students and teachers. (xii) There is no specific and synchronous support policy to promote digital transformation in education.

Causes: (i) The management staff of secondary schools still has limitations in management and professional capacity, especially in managing teaching activities in the direction of digital transformation. (ii) Some teachers do not meet the educational requirements of the school; Lack of information technology expertise and limited skills. Human resources for developing computer applications are still lacking and have not been fully trained. (iii) Limited funding leads to difficulties in implementing digital transformation. There are many broken machines and information technology equipment is not uniform and of poor quality. Although internet access is available in most schools, it is not fully connected to computer rooms, leading to limited access for teachers. (iv) Current software tools are not compatible or not well-integrated with each other, leading to dispersion and inefficiency in management and assessment. Testing methods are still mainly based on paper, not taking advantage of the benefits of digital technology. Lack of innovation in the application of

online testing, real-time assessment and quick feedback for students and teachers. (v) Many schools lack funds to invest in technology. Lack of management attention. Some managers are not fully aware of the importance of digital transformation. Lack of professional management staff. Many managers do not have enough knowledge and skills to manage the digital transformation process. Difficulty in changing habits. Changing traditional teaching methods to online teaching requires teachers to change their habits, which is not easy.

PROPOSED SOLUTIONS

First, propaganda, dissemination, and raising awareness for managers and teachers about the management of teaching activities in secondary schools.

Objectives of the measure:
(i) From the current situation of teaching activities in secondary schools in the direction of digital transformation, it has been shown that many teachers and managers have not recognized the important role and position of digital transformation in the quality of teaching and learning today. Awareness plays a particularly important role. Because, through propaganda and education, it helps the team of staff and teachers see the meaning and importance of digital transformation in teaching activities; from there, they are self-consciously and proactively applying digital transformation in teaching.
(ii) Teaching activities in secondary schools in the direction of digital transformation contribute to standardizing facilities in schools. Therefore, this activity is effective and practical, contributing to improving the quality of direction, information processing and making accurate, timely and quick decisions.

Content and implementation method:
(i) Education on the viewpoints, guidelines and policies of the Party, the State, the Ministry of Education and Training, and the Department of Education and Training on the role and benefits of teaching in secondary schools in the direction of digital transformation is an indispensable condition for managers at all levels and teachers to have the right awareness and voluntarily follow the instructions and directives of superiors.

Therefore, raising awareness will help teachers have the ability to guide Ratherc teachers in the group smoothly and systematically. Based on practice, managers must point out and clarify the positive and negative impacts, advantages and limitations of digital transformation in teaching to design teaching plans and apply information technology.

(ii) Education managers at all levels must develop awareness of digital transformation in teaching, identifying this as an important task, as a premise to promote the internal strength, potential, and power of each teacher in digital transformation in teaching activities to improve the quality of teaching in secondary schools.
(iii) Raising awareness among teachers about digital transformation in teaching activities in secondary schools takes place over a long period, requiring specific and realistic steps, but first of all, the following stages and steps need to be implemented.
(iv) Take steps to put digital transformation in teaching into the school year plan as a key political task. From there, the organization establishes a steering committee to promote digital transformation in each locality, directly in schools. Assign tasks, delegate authority, and clearly assign each task to each member to monitor the work, promptly adjust, supplement, and shape according to practical requirements.
(v) In the next stages, it is necessary to organize the team of cadres and teachers to study, learn and fully grasp the Party's guidelines and policies and the State's policies on the quality of teachers at all levels, especially teachers at the secondary school level. This will help teachers clearly, correctly and accurately perceive their role and importance in educational development and clearly define their tasks to improve their professional qualifications in digital transformation.

Second, train and foster managers and teachers to use digital technology to meet the digital transformation in secondary schools.

Objectives of the measure:
(i) Organize training and foster the team of managers and teachers in the capacity to apply digital technology so that they can effectively apply it in their tasks.
(ii) Create human resources in digital transformation activities to perform well the tasks and requirements set for general schools.

Content and Implementation Method:
(i) Building a team of teachers with sufficient qualities and capacity to effectively meet the requirements of digital transformation in teaching activities is a long-term process with many difficulties but is feasible. Therefore, high schools must regularly organize and combine training courses to improve the information technology level of the

school's staff and teachers. Because the results have a direct and profound impact on: Organizing the design of digital transformation education and training projects; Applying digital technology in the teaching and learning process; Using digital technology in management to support, motivate and encourage learning; Using communication network utilities to optimize teaching activities and school management. On that basis, proactively develop training and fostering plans to improve the educational capacity of staff and teachers. Training and fostering knowledge and skills in information technology in schools is the basis for ensuring that cadres and teachers can use, apply and operate educational equipment integrated with digital transformation.

(ii) In digital transformation, research and review the level of digital transformation application of cadres and teachers before opening training and fostering courses on information technology. Organize into groups and blocks to have appropriate, effective and feasible training and fostering content, forms and measures. From there, teachers use computers effectively and practically; creating favorable conditions for application in teaching. The team of teachers trained and fostered in technology participates in guiding, training and transferring applications to Ratherc teachers in the school; focusing on basic knowledge of information technology for teaching. Research and develop plans to send cadres and teachers for training and fostering on digital transformation.

Third, strengthen the direction of planning teaching activities in junior high schools in the direction of digital transformation.

Purpose of measures: Planning teaching activities is a basic function of junior high school teachers in managing educational and training activities. At the same time, it is also a measure of teaching quality in junior high schools in Binh Tan district, Ho Chi Minh City, in the direction of digital transformation today.

Content and implementation method:
(i) The content of the measures aims to clearly define the goals, tasks, methods, management methods, direction, construction, organization and implementation of teaching activities of junior high school teachers in Binh Tan district; this is done through planning management issues, developing digital transformation plans. The plan must include activities of organization, leadership, management, command, operation, control, and direction to mobilize and promote the effectiveness of resources. Through the plan, the digital transformation orientation work of the Board of Directors and the professional team leader. From there, digital transformation activities will be planned with goals, content and measures, ensuring the promotion of the role and functions of secondary school teachers in Binh Tan District.
(ii) The content focuses on determining goals, establishing plans, organizing implementation and managing teachers' plans in the general education program. These plans need to be scientifically designed, practical and feasible to help management entities easily and conveniently implement the planning function.

Fourth, strengthen the direction and management of teaching activities in secondary schools.
Purpose of the measure: In educational practice, improving the quality of management of teaching activities in secondary schools is a basic, main, consistent measure that directly improves the quality of teaching and learning in general schools. To effectively manage teaching activities, it is necessary to base on the responsibilities, tasks, positions, and assigned authority and tasks so that the entities can organize and arrange the implementation apparatus; the management plan is scientifically developed, at the same time, the organization assigns specific tasks and tasks, determines the time, implementation progress, and measures for each organization and individual. In that process, it is necessary to be really skillful and sensitive to combine the use of administrative and command measures with psychological and educational measures and care and encouragement in terms of material and spiritual factors to arouse the passion, creativity and enthusiasm of teachers for innovating the content and methods of managing educational activities in the direction of digital transformation. Organize the apparatus and build an operating mechanism to innovate the management of educational activities in the direction of digital transformation in secondary schools in the district.

Content and implementation methods:
(i) Strengthen the direction of developing the design process and organizing the design of electronic active learning lesson plans. The school board studies and grasps the guidelines, policies and guidelines of the Party, the State, the Ministry of Education and Training, and the Department of Education and Training on the application of information technology in general schools, especially in the use of electronic active learning lesson plans to guide, direct and manage to achieve the highest efficiency.
(ii) When teachers and related forces have been trained and fostered with basic and specialized computer skills, grasping the features and effects of utility software in the application of electronic active teaching lesson plans. At the same time, clearly understanding and grasping the utility of information technology applications in teaching, the problem is to successfully design electronic active teaching lesson plans, thereby using them most effectively. Promote the direction of applying digital transformation in the process of compiling lesson plans: In

particular, it is necessary to build highly interactive lesson plans, actively use teaching software suitable for each subject to improve teaching effectiveness.

(iii) Regularly organize teaching conferences on the topic: "Application of digital transformation in innovative teaching methods". Thereby, creating opportunities for teachers to exchange, share experiences, and learn from each other about the application of digital technology in teaching.

(iv) Directing teachers to collect, process information, and provide feedback on a regular and periodic basis: The purpose is to continuously improve and stabilize the process of applying digital technology in teaching; collecting, processing, and analyzing feedback from students and stakeholders is very important, necessary, and inseparable from the teaching and learning process.

Fifth, promoting inspection, evaluation, and management of teaching activities in secondary schools.
Purpose of the measure:
(i) Inspection, evaluation, and commenting on educational activities in the direction of digital transformation in secondary schools is an important step in the process of managing and ensuring the quality of educational activities of the teaching staff and at secondary schools.

(ii) This is an activity aimed at implementing the process, curriculum, educational plan and evaluating the quality of educational management activities. From there, it is possible to quickly measure and accurately measure, promptly adjust errors in management decisions, to ensure effective and accurate implementation of the management goals set from the beginning. In addition, the inspection, evaluation and comment work also aims to enhance the proactiveness, positivity, creativity and raise the responsibility of managers in improving the effectiveness of teaching and learning activities towards digital transformation in secondary schools in Binh Tan district, Ho Chi Minh City at present, contributing to promoting national digital transformation.

Content and implementation method:
(i) The results of inspection, evaluation and comments play an important role in improving the effectiveness of educational activities towards digital transformation in secondary schools. Effective use of these results is the basis for ensuring the improvement of education quality and contributing to the comprehensive development of students' personalities.

(ii) Improve teachers' digital transformation capacity, regularly organize training courses, fostering and educating teachers on assessment methods, self-assessment and self-evaluation. Provide and supplement teachers with full documents, instructions and necessary documents to carry out assessment and inspection effectively and practically.

(iii) Strengthen inspection, assessment and comment on the quality of teaching management activities in secondary schools in the direction of digital transformation, it is necessary to well implement some of the following basic requirements and contents.

(iv) School managers must regularly do a good job of inspection, assessment and comment through the system of functional agencies, professional groups and core teachers. Periodically or suddenly inspect and organize thematic conferences to evaluate, draw experience, and serve as a basis for leadership, direction, and management of educational and training tasks. Synthesize and report the results of inspection and evaluation to management staff according to regulations and rules. Actively and proactively lead, direct, and seriously implement encouragement and motivation for advanced and typical examples, promote advantages, overcome limitations and weaknesses; contribute to improving the quality of teaching and learning activities in the direction of digital transformation in schools.

CONCLUSION

Based on inheriting, systematizing, and generalizing related documents, the topic has clarified some theoretical bases on the inevitability of digital transformation in teaching and learning activities as well as the characteristics of digital transformation in teaching and learning activities in Binh Tan district, Ho Chi Minh City. Digital transformation in education has an effective support effect on the issue of innovation in teaching methods, teachers' methods and students' learning activities. The topic has built appropriate tools, analyzed, clarified the purpose, form, method, content and conditions to ensure educational activities in secondary schools in the direction of digital transformation. Highlighted and analyzed the importance of managing secondary education activities in the direction of digital transformation; thereby proposing basic solutions for this activity. Based on theoretical and practical research, the topic proposes 5 solutions to improve the effectiveness of teaching and learning activities in secondary schools in Binh Tan district, Ho Chi Minh City in the direction of digital transformation, including: Raising awareness of managers and teachers about managing teaching and learning activities in secondary schools; Training managers and teachers to use digital technology to meet digital transformation in secondary schools; Focus on planning teaching and learning activities in high schools in the direction of digital transformation; Strengthen guidance and management of educational activities in high schools; Promote inspection and evaluation of educational management activities in high schools. Proper implementation of measures will contribute to improving the quality of education in secondary schools in Binh Tan district in the coming time.

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