Original Research Article

Theoretical Issues of Training Pedagogical Competency for Students Majoring in Primary Education at Universities to Meet Output Standards

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Abstract: Training pedagogical competency for students is an important activity, a specific feature of vocational training in the training program, distinguishing teacher training from training in other majors. The purpose of training pedagogical competency activities is to form competency, theoretical and practical competencies for pedagogical students - future teachers. For students majoring in primary education, vocational training is even more important because, in the future, these are the teachers who will participate in the process of educating young children. Therefore, it is necessary to clarify the content, skills, and methods in the process of pedagogical competency training for students majoring in primary education from a theoretical perspective. Because this is the basis for universities to design appropriate content and training programs. Based on researching domestic and foreign documents; Vietnam's legal documents; this study focuses on analysis, comparison, and evaluation to clarify the following contents: (i) Training objectives; (ii) Content of the training program; (iii) Methods and forms of training organization; (iv) Training force, cooperation between universities and primary schools; (v) Evaluate training results against output standards; (vi) Conditions and facilities for training. Clarifying theoretical issues helps universities have a basis for applying them to their future training process.

Keywords: Training Pedagogical Competency, Primary Education, Students Majoring in Primary Education, Theoretical Issues.

INTRODUCTION

In any country in the world, to become a teacher, learners must attend a teacher training course. At that time, learners are equipped with the necessary knowledge and skills to perform teaching tasks. The content and requirements of each teacher training course are different for each country, each educational level (kindergarten, primary school, secondary school), and each competency, but there is always pedagogical training content. Pedagogical training is an issue mentioned a lot in scientific works, reports and scientific articles by many experts in the field of teacher training at home and abroad (Bao, *et al.*, 2016).

Scientists focus on improving applicability and practicality in the teacher training process, issues creating favorable conditions for students to practice, and ensuring compatibility between theory and practice, and developing teachers' competency and competency abilities (Hanoi University of Education 2, 2014; Duc, 2019; Linh, 2019). In countries such as England, America, Australia, Canada, etc., scientists and educational experts research based on the achievements of behavioral psychology and functional psychology such as the social learning theory of society, theory of socialization development, theory of knowledge construction, teaching techniques based on student development to organize practice to train competency skills for pedagogical students. Teachers need to have in-depth knowledge of the fields in which they are involved in teaching, an understanding of content, teaching methods, and the ability to apply knowledge to actual teaching, and the ability to effectively manage the classroom. effective, good communication skills and should be able to assess student learning progress and set appropriate learning goals, participate in training activities, research and share experiences with colleagues.

In recent times, in many countries with advanced education, teacher training oriented towards capacity development has been implemented, to ensure the quality of teacher training, accordingly, training is based on teacher training. Competency emphasizes the abilities that graduates can do in a practical work environment (Alis Oancea, *et al.*, 2021). Studies on pedagogical competencies of graduates from countries around the world often emphasize pedagogical competencies for graduates - future teachers, including competency groups according to the following fields: Competency competencies career, teaching capacity (expertise), innovation capacity (continued development of one's capacities), etc.

Thus, pedagogical skills are an important part of the expertise of the teaching competency in general and the primary education sector in particular. It includes all the knowledge, skills and tasks that teachers need to carry out the process of teaching, educating students and developing themselves, which is a continuous and non-stop training process, and teachers need to continuously update and improve their pedagogical skills to meet the requirements of teaching work. With the theoretical and practical issues mentioned above, to clarify theoretical issues about pedagogical training for primary education students at universities to meet output standards, this study focuses on clarifying the following basic contents: (i) Training objectives; (ii) Content of the training program; (iii) Methods and forms of training organization; (iv) Training force, cooperation between universities and primary schools; (v) Evaluate training results against output standards; (vi) Conditions and facilities for training.

LITERATURE REVIEW

Pedagogical Competency

"Competency" (business) is the specialized work of each competency, and "Pedagogy" is the science of teaching and education. Pedagogical competency is a combination of the words "Competency" (business) and "Pedagogy". Currently, there are many different concepts of pedagogical competency. According to author Nguyen Nhu Y and his colleagues in the Great Vietnamese Dictionary, they have defined: "Competency is the specialized work of each competency. Pedagogy is the science of education and teaching, the discipline of the teaching competency" (Y, *et al.*, 1996). According to author Nguyen Thi Kieu Oanh: "A teacher's pedagogical competency is a system of pedagogical competencies and necessary qualities to effectively deploy educational activities, teaching and self-improvement" (Oanh, 2013).

According to experts in the field of education, pedagogical competency is the entire system of knowledge, competency teaching and educational skills of teachers (Linh, 2019, Hang, 2020; Hong, 2022, Van, 2023). In teacher training programs, the competency knowledge block includes psychology, education, subject teaching theory, scientific research methods, application of information technology in teaching and especially practice and pedagogical practice, key areas that ensure teachers can undertake effective teaching and educational functions.

Pedagogical competency includes specific knowledge, skills and abilities related to the teaching process such as program analysis, design of teaching and educational activities, organization, classroom management, and problem-solving. Manage situations in teaching practice, monitor, test and evaluate students' learning and training results, etc. Pedagogical skills or competency practice are mandatory content in the teacher training program in the amount of competency education knowledge. This is a form of direct connection between specialized theory and pedagogical practice. Because "practice generates understanding, understanding theory advances, theory leads to practice" (Chi & Loc, 2004).

From many different concepts about pedagogical competency, pedagogy competency can be understood as the competency work of the teaching competency, including program analysis, designing teaching and educational activities, organizing and managing classrooms, and handling situations in teaching practice, study, monitor, test and evaluate students' learning and training results, etc. That is teaching and educating students in the competency activities of teachers. Thus, pedagogy is not only a system of educational scientific knowledge but also includes pedagogical skills along with the competency qualities required of teachers.

Output Standard

A standard is something chosen as a basis for comparison, to follow it and make it right. Standards are often referred to as multi-level standards and criteria, specifically the values achieved for each aspect ensuring uniformity of quality, which are regulations as a basis for measurement and evaluation. According to author Hoang Phe and his colleagues: Standard has the following meanings: (i) Standard is something chosen as a basis for comparison, to follow and make it right; (ii) Standard is an object chosen as a sample to represent a unit of measurement; (iii) Standard is something recognized according to social regulations or habits (Phe, *et al.*, 1998).

Output standards are one of the concepts used in quality management and project management to specify the requirements and criteria that a product, service, or process must meet when completed. In the field of education and training, "output standards are the minimum requirements for knowledge, skills, level of autonomy and personal responsibility that learners achieve after completing a training program, based on education is committed to learners and

society and is publicly announced along with conditions to ensure implementation" (Hien & Giao, 2001). "Output standards are requirements to be met regarding the qualities and abilities of learners after completing a training program, including minimum requirements for knowledge, skills, autonomy and responsibility of the learner upon graduation" (San, 2006).

Thus, the output standards in the training program are seen as the training institution's commitment and affirmation of the content of knowledge, skills and attitudes that learners will achieve when completing the course or at the time of training student's graduation score. The vast majority of researchers see the general nature of learning outcomes as follows: "Learning outcomes are statements about what learners are expected to achieve at the end of the learning experience". Output standards are approached from many different angles such as content approach, goal approach, capacity and quality approach, etc. Output standards for competencies (knowledge, skills, attitudes, etc.) and qualities of learners are the specific set of competencies that learners achieve at the time of graduation and are committed to the product by the training institution the school's training for learners, for society and public announcement along with conditions to ensure implementation.

Primary Education
Primary education is the first and most important basic right of every child, starting at age 6 and continuing for 5 consecutive years, divided into 2 periods. According to Decision No. 16/2006/QD-BGDDT dated May 5, 2006, primary education is divided into:

Stage 1:
Grades 1, 2, 3: There are 10 subjects (Vietnamese, Math, Ethics, Nature and Society, Music, Fine Arts, Crafts, Physical Education, Collective Education, Afterschool Education go to class); Number of periods per week for Grade 1: 23 periods, Grades 2 and 3: 24 periods, (not including elective periods).

Stage 2:
Grades 4, 5: There are 11 subjects (more Science, History - Geography subjects, less Nature and Society subjects); Number of periods per week Grades 4 and 5: 26 periods (not including elective periods). There are 03 elective subjects including English, information technology and ethnic languages.

The goal of primary education is to raise awareness for children, open opportunities for personal development and reduce intergenerational poverty. This is the first step in building social welfare and a prerequisite for continuous development. The goals of primary education include: (i) To help children lead fulfilling lives as children and realize their potential as unique individuals; (ii) To enable children to develop as social beings through living and cooperating with others and contributing to the good of society; (iii) To prepare children for further education and lifelong learning; (iii) Give children analytical thinking, achieve a high standard of living, and have enough skills and courage to face challenges.

MATERIALS AND RESEARCH METHODS
Legal documents related to primary education: Circular No. 41/2010/TT-BGDDT December 30, 2010, of the Minister of Education and Training, promulgating the Charter of Primary Schools and Circular No. 50 /2012/TT-BGDDT December 18, 2012, of the Minister of Education and Training promulgating amendments and supplements to Article 40, adding Article 40a of Circular No. 41/2010/TT-BGDDT December 30, 2010 of the Minister of Education and Training promulgating the Charter of Primary Schools; Circular 27/2020/TT-BGDDT and Circular 28/2020/TT-BGDDT regulate the assessment of primary school students and the Charter of Primary Schools; Circular No. 02/2021/TT-BGDDT February 2, 2021 of the Ministry of Education and Training regulating codes, standards for competency titles and appointment and salary ranking of teaching staff in public primary schools create.

Researching the frameworks of primary school teacher training programs at some universities such as the Hanoi National University of Education, Hanoi University of Pedagogy 2, Vinh University, Hue University of Pedagogy, Da Nang University of Education, Ho Chi Minh City University of Education, Can Tho University, Tra Vinh University, Dong Thap University, Bac Lieu University, etc.

Interdisciplinary and interdisciplinary research methods: To research theoretical issues about pedagogical training for primary education students at universities to meet output standards, this research uses the following methods: disciplinary and interdisciplinary research such as analysis - synthesis, interpretation - induction, logic - history, comparison - contrast, etc.

RESEARCH RESULTS AND DISCUSSION

Training Goals (General Goals, Specific Goals)

The general goal of the primary education training sector is to train students with basic knowledge of social sciences, political science, law, and information technology; on planning, organizing, supervising, managing and operating competency activities in the field of primary education; respect and believe in students' learning abilities and progress; loves students, ready to support students in study and life; committed to nurturing and promoting the abilities of each student; love your job, be proud of your job, and be dedicated to your job; be aware of the need for self-training and competency development.

Apply knowledge of psychology and education for primary school students to carry out educational tasks for primary school students; apply knowledge about pedagogical communication with colleagues, parents, students and society in educational activities; effectively implement behavior management activities to help develop the personality of primary school students; effectively carry out coordination activities between the school, family and community to develop primary school students' capacity.

Analyze the general education program at the primary level and the subject program, pointing out the relationship between subjects at the primary level, subject goals and the goals of the school level; analyze lesson structure, select appropriate teaching content, design teaching plans for lessons at the primary level according to the orientation of capacity development; Identify teaching methods and techniques oriented towards developing learner capacity, apply them to practice and organize teaching activities; describe and systematize methods and forms of testing and evaluating the learning and training results of primary school pupils in general and specific subjects in particular.

Understand the educational object and determine the student's development direction; advise parents on student development. Fully implement the school and society's codes of conduct and regulations on grassroots democracy; participate in activities in the competency community; guide students to participate in community activities; mobilize social forces to participate in educational activities.

Carry out competency activities based on lesson research, have skills in exchange, work cooperatively and develop competency; carry out applied pedagogical research activities, self-study and self-training for competency development and creativity in solving practical problems in primary schools; correct awareness of personal career development, build a career development plan and self-assess the results of one's career development.

Training primary school teachers with university degrees, qualified and capable of performing all tasks well according to the goals and requirements of the General Education Program (2018), meeting the development of primary education towards standardization, modernization and international integration (Ministry of Education and Training, 2018 & 2022).

Specifically, it means having the spirit of self-study and self-training in ethical behavior and teacher standards; complying with regulations and practicing ethics. Have competency knowledge. Apply basic, industry and specialized knowledge to implement educational and teaching activities at the Primary level; understand student psychology and the educational environment to apply educational and teaching methods effectively, respecting differences. Apply basic industry knowledge to organize and coordinate educational activities inside and outside of school; build, manage and use educational records in primary schools. Apply specialized knowledge, subject teaching methods and techniques to plan, design lessons and organize classroom teaching effectively. Apply appropriate teaching methods to develop student capacity. Analyze and develop educational and teaching programs in primary schools. Have basic and specialized pedagogical skills. Practice teaching and education, and participate in educational scientific research. Build a safe, healthy and democratic educational environment and prevent and combat school violence. Building a friendly, collaborative educational environment, supporting and sharing competency activities with colleagues, students and stakeholders; and creating a cultural environment inside and outside of school. Design and organize experiential activities for primary school students. Use foreign languages or ethnic languages, apply information technology, and exploit and use technological equipment in teaching and education.

Content of the Training Program

The university training program has a load of 123 credits, along with a load of National Defense and Security Education (08 credits) and Physical Education (03 credits) as prescribed. In there:

General education knowledge 49 credits (compulsory 43 credits, optional 06 credits) including: (i) Political theoretical knowledge (11 credits); (ii) Scientific, social and humanistic knowledge (12 credits); (iii) Foreign language knowledge (13 credits); (iv) Knowledge of Mathematics - Informatics - Natural Sciences - Technology - Environment (5 credits); (v) Extracurricular skills (2 credits); (vi) Elective knowledge (6 credits); (vii) Knowledge of National Defense and Security Education (08 credits); (viii) Physical education (03 credits);

Competency education knowledge 74 credits (62 credits required, 12 credits optional);
Basic industry knowledge 17 credits (13 credits required, 04 credits optional);
Industry knowledge 46 credits (required 38 credits, optional 08 credits);
Graduate (11 credits).

Among the mandatory courses, there are courses such as: General psychology; age psychology and pedagogical psychology; applying information technology in teaching in primary schools; assessing educational outcomes in primary school; regularly practicing pedagogical skills 1; regularly practicing pedagogical skills 2; regularly practicing pedagogical skills 3; pedagogical practicing 1; methods and theories of teaching primary school subjects; graduation internship (pedagogical internship 2), etc.

The program is implemented in 7 semesters, specifically: semester I (15 credits); Semester II (20 credits); Semester III (19 credits); Semester IV (20 credits); Semester V (19 credits); Semester VI (19 credits); Semester VII (11 credits). Pedagogical training courses are regularly conducted from semester II to semester V. Theory and teaching methods courses are conducted from semester IV, pedagogical practice 1 is conducted in semester 6, and pedagogical practice 2 is carried out in semester VII.

Methods and Forms of Training Organization

The method of pedagogical training meets output standards, with a student-centered perspective, taking self-study and self-training under the guidance of instructors as the basis, of the nature of teacher competency training. The goal is to teach students how to learn, self-study, and self-research and experience learning in real-life conditions. Especially in the information society, collecting, accumulating and processing information in the form of knowledge in schools and environments helps learners transform their intelligence while enriching their knowledge and meeting their needs.

The main pedagogical training methods are theoretical lessons, practice, group teaching, discussions, seminars, etc., to promote positivity, initiative, creativity and independence in teaching, learning and training for students.

Form of pedagogical training through organizing hands-on experience of competency activities in primary schools, students play the role of a member of the primary school, participating in activities at the primary school with other students in different roles with guidance and support from instructors. From primary school practice, students will accumulate skills, knowledge, attitudes, and competency values, create a connection between theory, practice, and reality, and recognize and solve teaching situations. Learning and education are diverse in primary school.

A very important factor for effective and quality pedagogical training is the team of instructors and teachers of pedagogical skills - university lecturers, must be people with a lot of practical experience in educating primary school (Duchiep, 2022). To meet the above requirements, in pedagogical training, there needs to be training cooperation between universities that train teachers and high schools, specifically, university lecturers need to regularly teach, At the same time, participate in competency, competency and educational activities at high schools. Conversely, universities should also often invite good teachers with a lot of practical experience from high schools to participate in competency teaching pedagogy for students. Capacity in general and pedagogical capacity, in particular, are the result of a long and continuous training and practice process with many practice and internship activities. Without practice, there can be no skills or capacity, so for graduates to have the system of necessary pedagogical competencies described in the output standards, competency training must be provided. Basic pedagogy is to enhance practical experiences. Students have access to common methods, situations, and practical experiences to learn from high school teachers, taking high school as the purpose, content, and methods. Facilitate pedagogical training for students based on promoting students' independence and creativity in learning and training.

Teaching pedagogical theory in class: is a form of implementing classroom teaching to convey a volume of theoretical knowledge related to pedagogical practice so that students can grasp the logic and system of teaching problems through the lecturer's explanation, presentation, analysis, etc., during the pedagogical theory class, many students participated. To implement theoretical class time, lecturers proactively apply and combine many different teaching techniques and supporting technology devices to achieve subject goals. To create excitement as well as change the learning environment for students, lecturers can apply several types of theory classes such as oriented theory hours or problem theory hours.

Oriented theory time: this is an important theory class time and does not contain the most directional and general content and information about the teaching module. The choice of content and implementation techniques for oriented theory hours has a decisive influence on the success of the teaching module and is implemented in the first week of the teaching schedule. With content about schedule, main content, goals, teaching forms, learning methods, forms, assessment criteria, learning resources, etc. Introducing the issues being researched, the development direction of the teaching module,

organizing student study groups, orienting learning plans, and learning support plans. During theory classes, the lecturer's role in management and control is given top priority.

Problem theory hour: Problem theory hour is mainly based on analysis, pointing out conflicts, and ways to resolve the content of the teaching module. The teaching contents will not be introduced and presented from beginning to end by the lecturer in a pre-existing form (according to lectures, textbooks, etc.), but will be integrated into specific situations (about 3-4 situations problem). Under the guidance of instructors, students will discuss, propose and find solutions. Instructors can provide additional information and help adjust students' solutions right in class. The content of teaching modules for theoretical problem hours can be expanded and developed into learning tasks for other forms of teaching outside of class time (self-study, self-research, etc.). To ensure the logic, continuity and system of teaching content, it is possible to combine hours of theory and problems with hours of discussion, practice, and group work.

Teaching simulation pedagogical theory, specifically:
I.   The application of information technology has created a major turning point in teaching activities. Using computer simulation is an active teaching method that highly promotes students' independence and intellectual working ability, creating a new pace, style, and psychological state that changes methods and forms of teaching. In particular, simulation describes the internal dynamic processes of processes and devices that were previously impossible to perform within the school. Currently, in teaching in general, pedagogical skills, in particular, have been sought and put into practice in "virtual practice rooms".
II.   The simulation method in teaching is a method of approaching real-world perception through static or dynamic models. Using the simulation method, students not only absorb knowledge deeply, but during the learning process, they can also find ways to approach problems and ways to achieve lesson goals; through which students practice competency skills.
III. Computer simulations represent phenomena in combination with colors, sounds, and explanations, creating attraction for students, stimulating interest in learning, and making students pay attention to practice. dynamically acquire knowledge. Through simulations, lecturers can train students in thinking operations: how to observe, the ability to describe and express thinking, creating conditions for them to form the ability to analyze, compare, and synthesize, generalization and abstraction, training students in practical skills, training students in independence, self-control, perseverance, diligence and hard work, arousing interest in students, making them favorite members, and creating a foundation for career orientation.

Group Pedagogical Activities (Clubs, Groups):
Group/club competency activities are activities outside of class time with the function of educating, training and fostering pedagogical careers. Mission to organize activities to contribute to political, ideological, cultural and aesthetic education for pedagogical students. Thereby creating a favorable environment for each student to adjust their awareness and behavior; training teaching skills, qualities, ethics, and lifestyle, build a movement to train, support and foster pedagogical careers for collective and individual students, each student strives to become a teacher future. Thereby contributing to improving the school's training quality, and meeting the requirements of general education innovation.

Practice at Faculties and Schools:
Teachers play a decisive role in the quality of education. To improve the quality of general education, we must first improve the quality of teachers. The quality of teachers depends largely on the training process in pedagogical schools as well as the time spent practicing and practicing pedagogy in high schools. Forming and developing pedagogical capacity for students plays a very important role in forming the competency capacity of pedagogical students. Therefore, during the training process at the faculty, the school organizes pedagogical students to practice several teaching and educational activities. The department/faculty appoints several experienced lecturers to help students practice skills such as analyzing teaching content, thereby determining objectives, lecture requirements, and identifying unit knowledge in the lesson, knowing how to choose basic knowledge, key knowledge, supporting knowledge, etc., know how to choose teaching methods appropriate to students' level of thinking development, use teaching methods teaching facilities, especially skills in using multimedia.

Students will develop pedagogical capacity through each lesson, the ability to master and reproduce teaching materials, to think clearly and correctly, and to relate knowledge to life and practice it. The process of practicing with the school's faculty and practicing competency will help students gain the ability to: Deliver attractive, easy-to-understand lessons, and promote positivity, initiative, self-study capacity, independent thinking and Student creativity in learning. Observation, autonomy and skills to be close to students during class. Creative capacity in teaching and education, ability to use information technology and teaching equipment.

Seminars, Lectures, Pedagogical Exams:

To impart knowledge to learners, a teacher needs to harmonize competency qualifications and pedagogical skills, and have general and psychological knowledge. pedagogy, to behave appropriately. In training, teachers not only have expertise but also have pedagogical skills to convey expertise as well as grasp learners' thoughts, feelings, and psychology, and be able to handle pedagogical situations. Students' pedagogical qualifications are improved through seminars, lectures, and pedagogical competitions. The competency competition aims to improve the competency capacity and skills of pedagogical students. Thereby evaluating the innovation of teaching methods, forms and evaluation, improving the teaching quality of lecturers; creating conditions for students to study, experience and exchange competency experience, strengthening solidarity, cooperation and mutual development to improve the quality of education and training. Encourage students to self-train, study, and improve their qualifications and competency capacity. The results of the contest are a basis for assessing the current status of students' competency and competency capacity, serving as a basis for the faculty/school to direct teaching implementation and have a plan to train students to meet the requirements of upgrading. High quality of training, responsibility, ethics and competency capacity.

Internship in High School (Primary School):

Practicing pedagogy in high school is one of the important practical activities for the training of pedagogical students. pedagogical practice helps pedagogical students become familiar with the pedagogical environment, and directly apply pedagogical knowledge and skills in the teaching and classroom leadership process into practice, thereby adjusting and gaining experience to enrich knowledge and self-awareness. Pedagogical practice is the basis for assessing the pedagogical abilities of pedagogical students as well as assessing the training quality of universities. The pedagogical internship method is decided by the university (students can contact the primary school themselves or the university coordinates with the primary school to organize internships for students).

Training Teams, Cooperation Between Universities And Primary Schools

Training activities in universities, especially in training activities in primary education, for the quality of training to meet output standards, require the participation of many forces inside and outside the university. That team includes:

Lecturers are both those who impart competency knowledge and build competency ethics and good lifestyles for pedagogical students and have the role of orienting, organizing, consulting, supervising, helping, creating favorable conditions for students to study and develop personal abilities, encouraging students to create their knowledge, as both designers and constructors to create satisfactory products, the lecturer must be responsible for the entire training process and have the role of motivating, encouraging, orienting learning content, suggesting knowledge, supporting, guiding, evaluating and controlling. Check student learning outcomes throughout the study process. Lecturers are not simply people who teach or "indoctrinate" but also play many other roles in the training environment, such as advising students and creating conditions for students to learn. As a transmitter, lecturers introduce, present, communicate, and provide competency knowledge and orientation to students so that they can have the right awareness and action. In pedagogical training, lecturers also have the most important function which is to guide, orient and support pedagogical students to acquire knowledge, develop qualities, practice competency skills and pedagogical capacity. for students to meet the required standards.

Educational Psychology Lecturer:

Educational psychology lecturer is someone who directly participates in teaching psychology, age psychology and education modules in the training program in general and teacher training in particular. In addition, psychology lecturers are also consultants and support students in practicing pedagogical skills, in excellent pedagogical competitions, etc.

Teaching Methods Lecturer:

A teaching methods lecturer is the person who directly participates in teaching modules on theory and teaching methods of the subject, and is the person who equips pedagogical students with methods and directions. career access. Lecturers are people who have accumulated a lot of experience in pedagogical activities and have experienced the advantages and difficulties in pedagogical competency. As a person who orients, helps, organizes and guides students in pedagogical activities.

Lecturer of Basic Subjects:

The lecturer of basic subjects is the person who teaches students, educates students in basic science subjects and also orients the content of pedagogical understanding, suggests knowledge, supports and guides students in the process of practicing pedagogical skills at school.

Academic Advisor:

In pedagogical training, academic advisors are people who advise students on issues related to learning and training, scientific research, and organizing tests and evaluating practice training results, etc. for students and are also a person who has a direct influence on the success of students' pedagogical training.

Staff, Library Specialists, Functional Departments:

Pedagogical training is one of the important contents in the primary school teacher training program. This activity needs to be organized strictly and seriously to ensure high scientific and pedagogical quality. That requires coordination between library staff and specialists as well as functional departments such as training rooms, student affairs rooms, etc.

Experts in Teaching Methods and Organization of Educational Activities:

Experts in teaching methods and organization of educational activities are leaders in researching and finding new teaching and organizing methods. Organize educational activities to support students in learning the best pedagogical skills.

Key Primary School Teachers:

Core primary school teachers are primary school teachers with good moral qualities, understanding of the educational situation, competency capacity, good skills, and prestige. Trusted in the school community, capable, of consulting, supporting, and sharing competency issues. In teacher training, key primary school teachers are the ones who advise training institutions on fostering and building training programs suitable to the specific conditions of the industry and locality to ensure the goals of the school. goals, quality of teaching, education and improving the quality of training in universities.

Primary School Teachers Guide Interns:

Primary teachers guide interns are the people selected by the principal of the primary school from among the school's core teachers to carry out the task of guiding interns. Pedagogy. Primary school teacher instructors are people who carry out a very important step in the teacher training process, and who directly guide students in pedagogical practice at primary schools. Guide teachers to be aware of the importance and requirements of internships, apply learned theories into practice, demonstrate their abilities, learn, exchange, and gain competency experience, meet the requirements of the general education program and firmly believe in the teaching competency.

Evaluate Training Results Against Output Standards

In the process of training university students, evaluating student training results is an important step. Evaluating training results against pedagogical output standards is not only checking the results of acquiring competency knowledge but also paying attention to the formation and development of ethical qualities and pedagogical capacity violation for students. This is a process of collecting information from relevant parties, analyzing and processing information, evaluating the status of achieving training goals, finding out the causes, and making pedagogical decisions.

Evaluate training results against output standards, compare training results with the expectations of employers, and training units, and meet the needs of society. Evaluation is conducted at the end of the course through feedback from students, primary schools, and administrators, to evaluate overall training results and compare them with published learning outcomes.

When evaluating pedagogical training results against the learning outcomes of the training program, it is necessary to build tools and determine appropriate assessment content based on an assessment of competency qualifications and skills. student capacity. Pay attention to opportunities for students to demonstrate improvement. Assessment results must ensure validity and reliability, and reflect the expected level of competency knowledge, expertise and pedagogical capacity to be achieved and the level of expertise, competency and pedagogical capacity to be achieved. Actual violations of students (pass/fail of learning outcomes). It is necessary to focus on evaluating the competency knowledge, pedagogical skills, and ethical qualities required by the learning outcomes. Ensure students have the opportunity to recognize and evaluate their progress and achievements. In the evaluation, it is necessary to note important, notable, inherited and continuous points. Use assessment results as a basis to innovate training methods, program content, teaching methods, etc. Evaluate training results against learning outcomes based on:

I. Evaluation based on student feedback: Survey student feedback on the program, content, training methods and results achieved in terms of quality, capacity, and competency knowledge of the competency they achieve.
II. Evaluate the knowledge gained by students based on their learning outcomes through exams in semesters, and through pedagogical practice in primary schools, and can also test students' mastery of competency knowledge and pedagogical skills through tests or interviews to test knowledge.
III. Assess changes in students' skills and abilities through their behaviors over each period such as semesters and school years.

Conditions and Facilities for Training

In training activities, facilities directly affect the quality of teaching. Modern physical conditions and technical facilities help teachers innovate teaching methods and improve teaching quality. Conditions for students to self-study need to have a self-study room, wifi, enough resources, laboratories, practice rooms, technical equipment for learning, etc. Full and modern facilities suitable for teaching requirements are not only convenient for students to master knowledge but also train students with skills and methods to effectively use equipment and facilities that technique into research and future career development.

In pedagogical training for students majoring in primary education, for pedagogical training activities to meet quality and effective output standards, one of the indispensable conditions is physical facilities, equipment, funding sources. Therefore, facilities, classrooms, practice rooms, training equipment, teaching materials, and textbooks need to be guaranteed in both quantity and quality, ensuring funding for the board of directors instructors, instructors, lecturers responsible for guiding or inspecting pedagogical internships, costs for purchasing materials and tools for pedagogical internship activities, conferences to discuss pedagogical internships, and competitions good pedagogical skills, etc.

CONCLUSION

Primary school teacher competency standards are known to be a system, a series of basic requirements including political qualities of teachers, competency ethics, healthy positive lifestyle, and solid knowledge; mastery of pedagogical skills that primary school teachers need to achieve to meet the set goals of primary education. Primary school teacher competency standards are adjusted to suit the economic and social conditions and goals of primary education at each stage. Thus, primary school teacher competency standards are requirements for primary school teachers regarding moral qualities, lifestyle, culture, pedagogical skills and political qualities. Identifying theoretical issues about pedagogical training for primary education students at universities to meet output standards is very necessary for the context of many universities expanding their scale and quality train determination of 06 contents: i) Training objectives; (ii) Content of the training program; (iii) Methods and forms of training organization; (iv) Training force, cooperation between universities and primary schools; (v) Evaluate training results against output standards; (vi) Conditions and facilities for training. All are important theoretical premises for schools to design content, programs, methods and other contents suitable to the unique characteristics of each university, suitable to the socio-economic conditions of each locality throughout the country.

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