



Some Solutions for Online Teaching of Literature at the Center of Vocational Education-Continuous Education

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Abstrak

Pengajaran daring merupakan konten sentral dalam Arahan 800/CT-BGDĐT tanggal 24 Agustus 2021 Kementerian Pendidikan dan Pelatihan tentang Pelaksanaan Tugas Tahun Pelajaran 2021-2022 dalam Penanganan Wabah Covid-19. terus menerapkan inovasi, bertahan dalam tujuan pendidikan dan pelatihan yang berkualitas. Pembelajaran Sastra online selama siswa tidak hadir di Sekolah Vokasi dan Pendidikan Berkelanjutan karena wabah Covid-19 bertujuan untuk menggantikan pengajaran tatap muka dan membantu Balai meningkatkan kualitas pengajaran. mempelajari dan menyelesaikan program pendidikan. Artikel ini menyebutkan beberapa kelebihan dan kekurangan belajar-mengajar Sastra online di SMK- melanjutkan pendidikan selama siswa absen dari pusat karena pandemi Covid-19. Dari situ, diusulkan beberapa solusi pembelajaran Sastra online selama siswa bolos sekolah di pusat karena wabah Covid-19 di Pusat Pendidikan Vokasi dan Pendidikan Berkelanjutan.

Kata Kunci: *Pusat Pendidikan Berkelanjutan Pendidikan Kejuruan.*

Abstract

Online teaching is a central content in Directive 800/CT-BGDĐT dated August 24, 2021 of the Ministry of Education and Training on the implementation of tasks for the 2021-2022 school year in response to the Covid-19 epidemic. continue to implement innovation, persist in the goal of quality education and training. The online teaching and learning of Literature while students are absent from school at the Vocational Education and Continuing Education Center because of the Covid-19 epidemic aims to replace face-to-face teaching and help the Centers improve the quality of teaching. study and complete an educational program. This article mentions some advantages and disadvantages of teaching and learning Literature online at the Vocational Education Center- continuing education during the time students are absent from the center due to the Covid-19 pandemic. From there, some solutions are proposed for teaching and learning Literature online during the time when students are absent from school at the center because of the Covid-19 epidemic at the Center for Vocational Education and Continuing Education.

Keywords: Center for Vocational Education-Continuing Education

INTRODUCTION

The Covid-19 pandemic has been developing very complicatedly in many countries around the world and negatively impacted many industries such as economy, health, culture, tourism, sports. Vietnam's education industry is also

significantly affected. When the pandemic broke out, students had to leave school to ensure the safety of life and health for staff, teachers, and students. Although students do not go to school, the implementation of the school year plan still takes place throughout the country. One of the solutions chosen by the Ministry of Education and Training while schools are closed is online teaching and learning.

In the school year 2021-2022, in the face of the complicated situation of the Covid-19 epidemic and it is likely that it can last throughout the country, online teaching is a central content in Directive 800/CT-BGDĐT dated August 24, 2021 of the Ministry of Education and Training on the implementation of tasks for the 2021-2022 school year in response to the Covid-19 epidemic, continuing to innovate, persisting in quality goals education and training.

The Center for Vocational Education and Continuing Education is under the control and professional guidance of the Department of Education and Training, the Department of Labor, War Invalids and Social Affairs. Therefore, the implementation of the school year plan as well as the general education are specifically guided by the Department of Education and Training. Literature is a compulsory subject and is a subject that occupies a large number of classes per week. The organization of online teaching and learning of Literature during the time when students are absent from school at the center due to the Covid-19 epidemic are very interested by the Board of Directors and teachers of the Center for Vocational Education and Training. This article mentions some advantages and disadvantages of teaching and learning Literature online at the Center for Vocational Education and Continuing Education during the time students are absent from school at the Center due to the Covid-19 pandemic. From there, give some recommendations on teaching and learning Literature online during the time students are absent from the Center because of the Covid-19 epidemic at the Center for Vocational Education and Continuing Education.

Online teaching and learning is an issue that has been interested for a long time not only internationally but also in Vietnam. Author Nguyen Minh Tuan has mentioned the E-learning material model and the application of information technology in teaching professional development for teachers. Authors Ngo Quang Son, Tran Thi Lan Thu, Trieu Thi Thu, Nguyen Duy Long, Vu Thi Phuong Thao have written articles on the issue of online teaching, the factors affecting online teaching such as articles e-teaching, information technology application management in teaching, the role of E-learning in the professional development of teachers at the Center for Continuing Education or E-learning in lifelong learning. However, so far, there has been no article about online teaching and learning while students are not going to school because of the Covid pandemic at the Center for Vocational Education and Continuing Education.

Online teaching concept

According to the Ministry of Education and Training (2021), online teaching is a teaching activity conducted on an online teaching system. Online teaching in support of face-to-face teaching at a general education institution is a form of online teaching that implements part of the lesson content or topic in the general

education program to support direct teaching of the lesson. Study or that subject at a general education institution. Online teaching to replace face-to-face teaching at a general education institution is a form of online teaching that implements the entire content of a lesson or topic in a general education program to replace face-to-face teaching. Study or that topic at a general education institution. Online teaching system is an online teaching software system and information technology infrastructure that allows to manage and organize teaching through the Internet environment, including: software to organize direct online teaching; online learning management system; online learning content management system.

Thus, online teaching (E-learning) is a type of distance teaching, a form of teaching via computers and smartphones connected to the Internet. Online teaching is a popular form of education in many countries. In the current context, the Covid-19 epidemic still has many complicated developments, online teaching is an appropriate and most interested choice of the teaching staff.

Functions and tasks of the Center for Vocational Education and Continuing Education

According to Article 13 of the Joint Circular No. 39/2015/TTLT-BLDTBXH-BGDĐT-BNV dated October 19, 2015, one of the functions and tasks of the District Center for Education and Training is operating in accordance with the following regulations: "Organizing the implementation continuing education programs". Literature is a compulsory subject, occupying a large amount of time in the continuing education program.

Subjects and characteristics of learners in vocational education and continuing education centers

Learners at Center for Vocational Education and Continuing Education are generally diverse in age, level, family background, experience and practical knowledge, motivations, learning needs, etc. Learners in the current Vocational Education and Continuing Education centers, they can be divided into 2 main groups as follows: 1) Teenagers aged 15-21 years old; 2) Adults 21 years of age or older. The first age group is predominant.

Students who are teenagers from 15 to 21 years old in Center for Vocational Education and Continuing Education are mostly students who can't enter public high schools and have no conditions to study in private high schools or have dropped out before because of many reasons. reason. Compared with high school students, students in secondary education centers often have more difficulties in family situation (poor family, lonely, many children, parents sick, early death or divorce/separation...). Many students have to study, work, and support their families, and even work to earn a living. Students of secondary education centers often collide with life earlier and are older than high school students. Students are often diverse in age, family background, life experience and knowledge. Because of their early life, their independence and determination are higher, and they join the labor force early, so they often have richer social knowledge and experience. However, due to early participation in labor, visual

thinking and concrete action are more developed, in which abstract and general thinking is more limited.

In learning, adolescents aged 15-21 years have the following characteristics: Except for some students, in general, the learning level of students in Vocational Education and Continuing Education centers is more limited than that of high school students. Because learning for the majority of students is not the only activity, not the main activity. They also have to help their families and work to earn a living. Motivation and learning needs are more limited than high school students. Most students who have needs will go to vocational training or apply for a job after graduating from high school. Learning has a clear purpose. Go to school mainly to get a degree so that you can learn a trade or get a job or apply it immediately to your current working life. Learning is often influenced by prior knowledge and experience. However, many times, existing knowledge and experience hinder students' process of acquiring knowledge. Capital of experience and knowledge often creates a "feeling of knowing". It is this feeling that makes students not want to listen, don't want to learn, don't want to go deeper to learn.

Besides, students have some difficulties and obstacles when participating in learning such as low self-esteem, guilt, and peace of mind. Low self-esteem about family situation, about their education level. Some students are still in a normal position, have not seen the meaning of learning for their future. This is a very important psychological barrier. They have high self-esteem, easily narcissistic. Some have been absent from school for a long time, so they have forgotten many basic learning skills and knowledge. There is less time to study in class, as well as at home. In addition to studying, most students have to help their families or go to work to earn a living. Because students have to study, work, and help their families, students are often tired, and their thoughts are easily scattered.

METHODOLOGY

Method of investigation, actual survey by questionnaires and direct interviews with the Ministry of Management, teachers and students to assess the reality of the state organizing interactive teaching in Literature subject during the Covid-19 pandemic at the Centers for Vocational Education and Continuing Education. Researching documents and reports of the Centers on the organization of online teaching of Literature during the Covid-19 pandemic.

Method of case study: Case studies in some Vocational Education-Continuing Education centers in Hanoi city, Thai Nguyen province, Dak Lak province, Kien Giang province.

Expert method: using the expert method to consult and absorb the contributions of educational experts and those who have research experience on the organization of online teaching of Literature.

The online teaching of Literature subjects of Vocational Education-Continuing Education centers during the time of the Covid-19 pandemic:

RESULTS AND DISCUSSION

Some advantages and disadvantages of studying Literature online at the Center for Continuing Education

1. Some advantages

Regarding the direction and guidance of online teaching and learning from upper management units: The online teaching and learning of Literature subject has always received guidance documents from the Department of Education and Training and the Center for Continuing Education. These documents focus mainly on distance learning/ online teaching guidelines such as: Instructions for implementing the online learning professional plan; Instructions for using online teaching software (zoom, elearning, viettel study, google meet)

Regarding the implementation of online teaching and learning of Literature at professional organizations:

The Linguistics group and group have been guided by the school to use online teaching software. Instructional documents for distance learning/ online teaching of the Centers mainly focus on content such as: Teaching via television, the Center has instructions on using software, instructions on testing and assessment. Evaluate and organize online teaching training; building a teaching plan through office 365. Thus, the organization of teaching Literature subject has specific guidelines on teaching content such as streamlining teaching content, guiding teaching content during the week, about learning methods such as delivering lessons via Zalo, teaching via Zoom, viettel study, office 365, e-learning, google meet, etc. and guiding students to study via television. Before the week of televised classes, the school sends out timetables for Literature subjects with lesson content for students to prepare for and take the initiative in learning. After each lesson, the teacher based on the content learned and assigned exercises for students to review and practice.

After receiving the directing documents, instructions for online teaching, the expert team, the professional group has deployed and built a teaching plan for each grade in accordance with the online teaching situation. Including adjusting the teaching content to suit the online learning situation. Guide the key contents to note and the requirements to be achieved.

On improving the capacity of online teaching: In addition to the direction and implementation of guiding documents from upper management units, teachers of Literature are also trained to improve their online teaching capacity. However, the majority of teachers who teach Literature at Vocational Education and Continuing Education Centers are used to face-to-face teaching, not familiar with online teaching. Online teaching is still in the spontaneous form, following the movement, without training in the use of software and online teaching methods. The capacity building of online teaching organization is very necessary. This is organized by the school directly with professional leaders, core teachers

and organized online for all teachers of Literature. Besides, teachers in the Literature group through monthly professional activities also support and help each other to improve online teaching methods and skills.

The content of the training to improve the online teaching capacity for teachers mainly focuses on the use of online teaching software suitable to the actual conditions of the Center and the students' families such as Zoom, Shub, Viettel. study, MS Team, virtual school, Zalo, office 365, 789VN, guide teachers to install and use software to support online teaching, how to assign exercises and test on online teaching software.

This training is organized by the Centers in two direct or indirect ways. The center directly invites technicians of software vendors that the center is using to guide, install software, create classrooms, deliver tests via software. Or teachers of other software providers. The center shares and helps other teachers in the center. In addition to face-to-face training, most English language teachers receive indirect training through Zoom, google meet, and Zalo group so that teachers can improve their online teaching capacity. The Center also improves the capacity of teachers in each subject, through professional activities, council meetings, attendance sessions, seminars, etc.

In order to serve the online teaching of Literature effectively, teachers of Literature have been provided with a number of copyrighted software for online teaching. When provided with this copyrighted software, the teaching of Literature has more advantages and saves time for teachers. Some teachers who teach Literature subject to difficult conditions have been supported by the Center with equipment and upgraded network connections for better teaching.

Regarding students' readiness to participate in online learning of Literature: Most of the students asked said they are willing to participate in online learning of Literature. The factors affecting the readiness of students to learn online are due to the epidemic situation, economic conditions, facilities, learning equipment, etc. Many students and their families when asked, said that they have eligible and willing to take the initiative to participate in online learning during the response to the epidemic.

Supporting students with difficult circumstances when learning online: For students with difficult circumstances when learning online, teachers of Literature have supported learning facilities and conditions for students to learn. better during the time the center is closed, such as collaborating with teachers, centers, students' parents, companies to donate phones and computers to students with difficult circumstances so that they can study online. Free network support for disadvantaged student families. Not only that, the Center's Board of Directors and teachers have recorded the addresses of television channels and sent them to students so that they can easily follow the lesson on television. Teachers also supplement knowledge for students who cannot participate in online learning when they return to school.

2. Difficulties in teaching and learning online

a) For students

One of the difficulties for students when learning Literature online is awareness. Students are not self-directed learning, not active in learning. There are cases where students "invite" strangers to break into the classroom, draw graffiti, chat privately, sleep during class time. In addition, students' skills in using information technology (hardware, software) for online learning are still limited, students cannot do operations on their own while learning, handling technical errors. Simple techniques disrupt learning. The fact that students did not consciously study, did not prepare lessons before entering online learning had a significant influence on students' learning results.

b) To the teacher

First, the use of information technology. Many teachers of Literature teach online for the first time and are not proficient in the use of information technology, so in the teaching process, there are still problems and time-consuming while a fixed online lesson such as a live lesson. Especially for older teachers, the use of information technology for teaching is a big barrier.

Second, many teachers of Literature are still limited in their online teaching methods, and the online lesson plan is not attractive. For older teachers who teach mainly with "blackboard and white chalk" until they teach online, they are very confused, often have to have a support person in each teaching session. The ability to prepare online lessons is also limited or there is no time to design online lessons. These factors have partly made online lessons less attractive, making students uninterested and distracted in learning.

Third, online teaching takes a lot of time and effort to prepare lessons. This is also what teachers worry about. In addition to preparing lessons as usual, when teaching online, teachers must design lesson ideas into PowerPoint slides, or similar software, so that each teacher's presentation is concise and easy to understand. Not only that, teachers have to invest time and effort in building worksheets to serve their teaching. After each teaching session, the teacher does not directly check the student's notes and exercises right after the lesson. Teachers must ask students to take pictures and send photos through online class groups. After that, the new teacher checks, marks and corrects students' work. Taking photos to send to teachers also depends on the Internet, on having a phone, on the student's ability to take and send pictures. Many students online are slow, have a bad sense of learning, forget to even submit, some students do not have a phone to take pictures and post immediately, causing teachers to wait and lose time. Some students don't know how to take pictures, so they send it to teachers that are blurry, teachers are difficult to read or can't read. There are students who post horizontally (inverted letters), teachers have a hard time grading and correcting students' work.

Fourth, learning media also affects the teaching process of teachers. Many teachers do not have computers for learning. Teachers who use phones to teach will have difficulty presenting lectures and giving study sheets. Network problems also affect the teaching process of teachers. Many teachers who are teaching weak networks are logged out, when re-entering will take time, the lesson will be interrupted. Many teachers were teaching when the power outage significantly

affected the lesson. Sometimes when teaching, the computer malfunctions, the computer software malfunctions, making the teacher confused and unable to master the lesson.

Fifth, the management of teachers in online teaching is one of the difficulties affecting the teaching of teachers. In the process of online teaching, teachers face many difficulties in managing students such as students not paying attention to studying, drawing graffiti on the screen that the teacher is teaching, students sharing bad videos on the screen without the permission of the teacher, students message each other privately while studying, students turn on the mic during the learning process to make outside sounds enter the classroom, some students even swear, swear during class, affecting the class, the mind management of both teachers and students. There are even students in the class or outside of the class who use the names of people with special names to name their classes and utter statements that are not suitable with the culture and customs of the Vietnamese people. Students with poor sense of learning still rely on objective conditions such as no mic, no camera so they don't participate in studying or go to the classroom but then sleep, work on their own. Some students even have both walking on the street and entering the online classroom. The above factors have had a significant impact on the teaching and learning process of teachers and students, leading to low learning outcomes.

c) To the parents

The low cooperation of parents is also a factor affecting the online teaching and learning process of teachers and students. For online learning, students need to have a high sense of self-discipline to be effective. Survey results show that many parents have not coordinated closely with the Center to organize online teaching such as lending their children phones to study online, reminding their children to come to school on time, reminding their children to study seriously, do all the homework and send it to the teachers. When learning online, parents must regularly supervise their children's learning because many students turn on the computer but sleep, or play games, do their own work, etc. There are even students who open the classroom and then go to sleep again, etc. The student's family does not arrange a private and quiet place for students, so when participating in class, students are affected by family activities leading to not being able to concentrate on studying. Some parents' families are not properly aware of online learning and do not cooperate with teachers, so online teaching is very difficult. Some parents even go to work far away, sending their children to grandparents, so it is even more difficult to remind and create conditions for their children to study. There are parents when the teacher calls, they do not cooperate, do not answer the phone.

d) About equipment, textbooks

Through the survey, this is the most difficult problem in online teaching. About 30%-50% of families cannot let their children learn online, mainly because they do not have enough learning equipment. Many students' families (especially families in rural, remote areas or families whose parents work far away from their children have to live with grandparents, or families in the city but because their

parents still work) should send their children to their hometown with their grandparents) cannot be equipped with a computer or a phone for their children to study online [2]. Some houses can arrange phones, but the Internet is not stable, sometimes they can't get in. Or can enter but due to weak network can't see the teacher's screen, can't hear the teacher's lecture clearly. The interruption of learning due to this network affects the quality of lessons and learning outcomes. Some students have to go to their relatives' houses to study for help but it is not guaranteed. Many days there was a power outage, and the children could not attend school. Many students have computers, but the camera and mic are damaged, so the interaction between teachers and students is difficult. Students can't observe the lesson, can't answer the questions that the teacher gives. The difficulty in this learning equipment makes students neglect their studies and can do their own work during class time, leave the computer on but go out.

In addition to the difficulty of computers and unstable networks, the use of online teaching software also causes many difficulties for teachers and learners. Some centers do not have the conditions to buy copyrighted software for teaching, so the use of free teaching software for online teaching also has many shortcomings such as limitations on teaching time, limited number of students, etc. class participants.

Another difficulty in teaching and learning Literature is that students do not have textbooks to study. During the time of social distancing, the shops selling textbooks were closed, and it was difficult to buy textbooks. Many students return to their hometowns and cannot go home, so accommodation books are not guaranteed for studying. Literature is a subject with many long documents that need to be read and prepared before studying. The absence of a textbook will make it difficult for students to absorb the lesson.

Thus, the lack of equipment, poor network connection, power failure, non-copyrighted teaching software, and incomplete learning materials lead to students' poor learning and low quality of lessons. This is also a big barrier of online teaching.

e) About the assessment of learning results

Another difficulty in online teaching is that the assessment of students' learning outcomes is not objective. Literature is assessed mainly by essay writing. Students often write on paper to check. Many teachers put out test questions online, students were not honest when doing homework as someone reminded them, or students copied them from reference books, or students copied answers online and pasted them into their lessons [3]. Besides, it is also difficult for students to do their homework, they voluntarily do paper work but do not have a phone to take pictures to submit to the teacher, or when submitting the work, the network has problems, students cannot Submission of assignments or not on time. Students don't know how to take pictures, the papers sent to teachers are blurry and can't be read. Many of the students' words are difficult to read, and the teacher marks them very hard. There are students who are not self-disciplined, so they do not do the work, do not submit or copy the work to submit

to the teacher. There are also cases where many students gather together in one place and do exercises to submit to the teacher. The online test also significantly affects the assessment of students' learning results.

Thus, when organizing online teaching of Literature at the Centers, they all face certain difficulties on the part of teachers, on the part of students, on teaching conditions and on testing and evaluating students. These difficulties depend on regional conditions, economic conditions of the family, awareness of parents, awareness of students, etc.

Some solutions for teaching and learning Literature online at the Center for Vocational Education and Continuing Education

1. Strengthen the direction and guidance of the Ministry of Education and Training, the Department of Education and Training, of the Center's leaders

At the time of the epidemic, students could not go to the Learning Center in person. The Ministry of Education and Training and the Department of Education and Training need to issue guiding documents on the organization of teaching and learning to respond to the Covid-19 epidemic, on guiding the implementation of the Covid-19 response program. -19, on strengthening the direction of online teaching during the Covid-19 epidemic prevention and control period; on organizing teaching proactively and flexibly through online form and watching on television the content of Literature study in suitable time with reasonable duration according to guiding documents to simplify the content of teaching Literature subject. is very practical and must be timely, suitable for students, helping the implementation of the school year program effectively.

Before organizing the online teaching and learning of Literature, the Center needs to direct the Literature Team to develop a teaching plan that adheres to the guidelines of the Ministry of Education and Training and the Department of Education and Training. In addition, the Center also needs to organize a survey on the readiness of students to learn online so that subject teachers can understand and have a plan in teaching their Literature.

2. Raise awareness about online teaching and learning with administrators, teachers, students, and parents

In order for the online teaching and learning of Literature subject to have good results, it is extremely important to raise awareness of administrators, teachers, students, and parents. Managers need to be aware of the position and role of online teaching in the current period in order to have timely and appropriate directions and guidance. Teachers need to be aware of teaching and online Literature in the period of epidemic prevention to be ready to participate in online teaching and learning; propagandize and raise awareness for students, students' parents are willing to participate in online learning. A part of teachers when implementing new content or applying new methods are often hesitant or uninterested, not proactive, actively learning and investing in online lessons. The Center's Board of Directors and the Linguistics group also need encouragement and encouragement for teachers to overcome psychological barriers, realizing the importance of online teaching during the Covid-19 epidemic is the first step. To help teachers build an effective online teaching method.

Students need to be aware of the role of online learning in order to raise their awareness in learning, and be ready to prepare lessons before going to class; self-study to improve the ability to use online teaching software; positive. Actively participate in online lessons. Whether it's online lessons or face-to-face sessions, students also need to raise awareness and define clear learning goals. Only when there are goals, can students be truly self-disciplined, focused, have a clear study plan as well as actively overcome difficulties encountered in the learning process. Moreover, online learning is a very tempting learning environment, setting clear learning goals will help students know what they really need and what they are studying for. Thereby increasing determination, more active in learning. Therefore, teachers should also support students to understand their learning goals and bring about really effective and interesting online lessons.

Parents of students who are aware of the role of online learning will care about and facilitate equipment for their children to participate in online learning, have a way to manage, remind and supervise their children when participating in online learning.

3. Training and fostering to improve online teaching capacity for teachers of Literature

Teachers who teach Literature at vocational education centers - continuing education basically have not been trained and fostered in online teaching. Online teaching is still a temporary solution, teachers teach in a response style. Education in the 4.0 era is certainly indispensable with the support of information technology. Proficiency in information technology is a necessary requirement for teachers at present and in the future. To have highly effective online teaching hours, teachers must really master technology tools and devices. Because the interactive environment on the online platform is far from the traditional form of teaching. As a teacher, you need to know how to use software to create an interesting, engaging and interactive lesson as naturally as possible. In addition, mastering technology knowledge also helps you to overcome problems that arise during online teaching. Therefore, the Department of Education and Training, the leaders of the Centers need to have a plan to train and improve the online teaching capacity for teachers. This training can be in the form of inviting experts of online teaching software to guide teachers to use and exploit online teaching software. Teachers who are able to use the Center's software fluently can guide, train, and share experiences with each other. Through professional activities, teachers in groups and Literature groups share ways to use software in teaching Literature for each other.

In addition to using online teaching software, teachers of Literature in the school also need to improve their ability to use online teaching software to organize teaching hours better. Teachers can attend classes, exchange and draw experiences from teachers in the group to learn online teaching methods and skills suitable for Literature. Teachers in the Literature group share lectures, teaching methods, skills in using teaching software and how to organize teaching with teachers in specialized groups. Teachers who are proficient in organizing

online teaching of Literature subjects can share their online teaching experiences from lesson design, software use, methods, and teaching organization.

Parents of students also need to improve their understanding of online teaching and learning of Literature during the Covid-19 epidemic. From there, they need to arrange and arrange a private and quiet study place for students; fully prepare facilities for students to study online; reminding and managing the learning of students.

4. Prepare adequate facilities and teaching equipment to ensure online teaching

Like other subjects, the achievement of Literature subject depends a lot on the software to support online teaching. Therefore, it is necessary to choose which software fully meets the requirements of the subject and the existing educational facilities of the teacher. Each software will have its own advantages and disadvantages, so teachers must consider to make the most suitable choice. Centers should buy copyrighted software so that they are not limited in time, the number of participants and teaching results are kept confidential. For example, commonly used software like Google Classroom or Moodle are often free and open source, but often difficult to use and take time to get used to. Meanwhile, Zoom or Skype is more efficient and easier to use, but this is a paid software. In order to effectively teach online, educational institutions should let students and teachers familiarize themselves with the software first. It is possible to get acquainted with some video tutorials to use the software, teachers should also guide and give teaching rules to students in the process of using the software.

Besides using online teaching software, equipping computers, ipads, phones, etc. to study also needs to be adequate. Many families do not have the means to equip their children with computers. Students who have to use phones to study also have many difficulties: studying all day, the phone is hot, constantly charging the battery can cause fire and explosion; Studying by phone for a long time causes stress and fatigue. Therefore, despite difficulties, each family tries to create conditions for students to have a computer, phone or Ipad to study. If students do not have enough equipment to study, they need the support of the center, the student's parent association, sponsors, and unions.

Another important issue is that connecting to the Internet also greatly affects the process of studying Literature. Families need a stable network connection for students. If the network is weak, poor quality will affect the transmission line, to her lectures. Students who are interrupted in their learning do not understand the lesson. Attention should be paid to the transmission lines of both teachers and students. If the connection is poor, it is necessary to call for advanced carriers, student cannot support the network for student.

Students' families need to pay attention to their students' online learning, equip them with learning equipment and school supplies, to ensure that students can participate in online learning. Regularly coordinate with homeroom teachers and subject teachers to grasp the student's learning situation, check, supervise, remind them to study on time and fully.

In the new school year, many students have not been able to buy textbooks. So it is possible to use online books, but it is also a bit inconvenient to study online. Therefore, in the lesson, teachers should have more pictures, poems, important quotes in the lesson from the textbook for students to use.

5. Clearly define the content, methods and forms of examination and assessment to suit the organization of online teaching of Literature

When teaching Literature online, it is necessary to clearly define the main content of knowledge. Prioritize teaching theoretical content of Writing and Reading Comprehension, which can guide students to effectively exploit and use textbooks for learning; ready plans to make the most of the time students can go to school to teach directly, especially for practical content, exercises and combined review and consolidation of learned theoretical content. online of three subjects of Literature. The English language education plan of each center must be suitable to the actual conditions and learning ability of students. The Director of the Center creates favorable conditions for Literature groups, groups, and teachers to actively select content, develop teaching topics in Literature and integrated topics, and develop appropriate teaching plans. in accordance with the topics and in the form, methods and techniques of active teaching. Promote the initiative and creativity of professional groups and teachers in developing teaching and educational plans of professional groups, and lesson plans of teachers. Literature subject according to the current program has been guided by the Ministry of Education and Training to reduce the load. However, the online teaching time is shorter than the face-to-face learning time, so the Literature team should also actively limit the content of the program and for each lesson. Only teach the core knowledge, have a plan to consolidate and supplement knowledge when going to school again.

When learning online, the process of acquiring and imparting knowledge will include body language, accompanied by activities such as debates, questions and answers, group discussions, etc. However, with online learning. online, it's hard to do these operations. Therefore, it is necessary to innovate methods and appropriate forms of interaction, which is one of the effective ways of online teaching. Teachers and students need to be flexible and take advantage of the exchange functions on the online platform such as commenting tools, exchange in public groups, contact via email, etc. to contribute to the most effective online learning hours. In addition, teachers should build more lessons aimed at students' self-study, self-processing of documents, solving exercises and referencing knowledge. Online learning is very easy to make learners bored and distracted. Teachers can actively record their lectures so that students can review them if needed. Besides, teachers need to design easy-to-understand and scientific lectures, which is also a way to help students become more interested. At the same time, teachers also need to provide students with complete and timely documents, review exercises, tests, and links of lecture clips so that students can review the online lesson themselves.

Online teaching is a temporary solution, so all plans for the school year must change accordingly. The way of testing and evaluation should therefore

also be changed to suit specific characteristics. Teachers evaluate students through classroom activities; assessment through study records, study notebooks; assessed through the student reporting on the results of a study or research project, reporting on the results of practice; assessment through presentations (articles, presentations, video clips) on the performance of the learning task.

CONCLUSION

The online teaching and learning of Literature subject during the time students are absent from school at the Center for Vocational Education and Continuing Education because of the Covid-19 epidemic aims to support/replace face-to-face teaching, help the Centers improve teaching efficiency and complete education program. This teaching and learning is also aimed at developing the capacity to use information and communication technology in teaching, promoting digital transformation in the Education sector, and at the same time expanding educational access opportunities for students, creating favorable conditions for students to access education. so that students can study anywhere, anytime. Through a number of advantages and disadvantages, to propose some solutions to improve the effectiveness of online teaching of Literature in accordance with the current Covid-19 epidemic situation. Depending on the region, on the perception of students, on the learning conditions of each student's family, the Centers can apply the above solutions in the most appropriate way.

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