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LECTURERS' MINDSET INNOVATION: A CRITICAL BREAKTHROUGH IN INSTRUCTIONAL METHODOLOGICAL RENOVATION

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ABSTRACT

Renovating instructional methodologies within a competency-based framework necessitates fundamental and systemic shifts, among which the innovation of lecturers' mindsets is identified as the decisive, critical breakthrough. This paper provides a profound analysis of the dialectical relationship between instructors' pedagogical worldviews and the efficacy of deploying modern instructional models within the classroom space. Utilizing systemic, empirical survey, and pedagogical experimentation methodologies, this study elucidates that advanced pedagogical techniques or technologies remain merely nominal if instructors do not autonomously abandon their deeply ingrained monological, one-way knowledge-transfer mindsets. The empirical findings affirm that restructuring the instructional mindset—shifting from a "monological transmitter" to a "designer, organizer, and facilitator of multi-directional interactions"—constitutes the core impetus to activate learners' cognitive engagement, optimize educational quality, and satisfy the rigorous imperatives of modern education.

KEYWORDS: Mindset innovation; Lecturers; Methodological renovation; Pedagogical interaction; Competency development.

1. INTRODUCTION

Within the prevailing global trends and the robust proliferation of the knowledge economy, higher education and theoretical training systems are facing an urgent imperative to transition from a content-driven educational model to a competency-based implementation framework. To realize this strategic objective, the renovation of instructional methodologies toward stimulating learners' activeness, autonomy, and engagement represents an objective necessity.

Nevertheless, empirical evidence accumulated over years of deployment indicates that despite significant capital investments in physical infrastructure, digital technologies, and professional training workshops on active teaching techniques, the quality of educational innovation has yet to achieve the anticipated breakthrough. The classroom space, in essence, remains heavily dominated by monological delivery, wherein instructors lecture continuously and learners passively record notes.

The root cause of this structural inertia does not lie in a deficit of pedagogical techniques or technological tools; rather, it is deeply embedded in the delayed transformation of the fundamental mindsets and pedagogical worldviews of the instructional staff. Traditional educational mindsets—characterized by teacher-centered paradigms and the conceptualization of knowledge as a static entity—have become deeply entrenched, constructing an invisible yet formidable psychological barrier against innovative trends. Renovating instructional methodologies is not merely a mechanical application of educational technologies or classroom games; in essence, it is a process of qualitative change in pedagogical consciousness and behavior. As Dang Thanh Hung (2012) rigorously affirmed, instructional methods genuinely evolve only when the cognitive structure regarding the nature of teaching and learning within the instructor's mindset is fundamentally reorganized. If lecturers do not autonomously relinquish their monological authority to embrace dialogical and interactive mindsets, all methodological renovation efforts risk becoming superficial façades. Consequently, this study focuses on elucidating the breakthrough position of innovating lecturers' mindsets, positioning it as a prerequisite to unleashing the creative potential of both instructors and learners within modern educational environments.

2. MATERIALS AND METHODS

2.1. Methodology and Research Approach

This study was constructed upon the methodological foundations of systemic-structural approaches and modern educational philosophy, particularly social constructivism and action-based competency development theories. We approached the innovation of lecturers' mindsets as a holistic system comprising three core components in a tight dialectical relationship: mindsets regarding training objectives (shifting from knowledge transmission to virtue and competency development), mindsets regarding stakeholder roles (shifting from a monological transmitter to a designer, organizer, and facilitator), and mindsets regarding assessment instruments (shifting from measuring rote-memorization to evaluating practical application capabilities). To illuminate the essence of this transition, the research adopted a dialectical

mixed-methods design, combining qualitative research (to analyze instructors' psychological barriers, professional habits, and cognitive conflicts) with quantitative research (to measure and evaluate the empirical impact of mindset innovation on actual instructional behaviors).

2.2. Research Subjects, Scope, and Empirical Sampling

The research subjects comprised the processes of innovating instructional mindsets and methodologies among lecturers within training institutions, specifically focusing on the system of provincial political schools in the Mekong Delta region. The spatial scope of the empirical survey was circumscribed within five representative provincial political schools, namely: Dong Thap, An Giang, Ca Mau, Vinh Long, and Can Tho. This environment exhibits highly specific characteristics, as the disciplines taught possess a high degree of theoretical abstraction and the learners consist of cadres and public servants who possess rich practical backgrounds, thereby demanding intensive interaction and contextual application. The temporal framework for data collection spanned from 2011 to 2026. To ensure high representative validity and statistical reliability, the empirical sample was comprehensively designed to include **200 instructors** directly engaged in teaching and **300 learners** across various training programs within the aforementioned institutions.

2.3. Instrument Design and Data Collection Procedures

The study deployed a diversified array of instruments belonging to empirical research methods to collect primary and secondary data in a synchronized manner:

- *Survey Questionnaires:* The questionnaires were designed utilizing a 5-point Likert scale to measure instructors' readiness for mindset innovation, cognitive barriers, the operational frequency of utilizing interactive methods, and institutional factors impacting their performance.
- *Pedagogical Observation:* The research team conducted direct and indirect observations of a total of 50 instructional sessions to record instructors' actual behavioral metrics (lecture duration, questioning techniques, discussion facilitation mechanisms) to cross-verify against their self-reported perceptions.
- *Expert Interviews:* In-depth interviews were conducted with 15 leading experts in the field of educational methodology and administration to profoundly unwrap institutional bottlenecks and formulate systemic solutions.

2.4. Pedagogical Experimentation Design

To scientifically validate the feasibility and efficacy of the systemic interventions targeting lecturers' mindsets as a breakthrough for methodological renovation, a parallel controlled

pedagogical experiment was executed at the Dong Thap Province Political School. We selected two cohorts demonstrating high homogeneity across baseline input metrics (age distribution, qualification levels, professional administrative ranks):

- *The Experimental Group (EG):* Comprising 50 learners, instructed by a lecturer who underwent intensive professional development on pedagogical mindset innovation, featuring lesson plans configured along a comprehensive interactive matrix integrated with digital tools.
- *The Control Group (CG):* Comprising 50 learners, instructed by a lecturer of equivalent qualifications who maintained traditional teaching mindsets (monological lecturing combined with single-line instructor-student question-and-answer interactions).

The experimental intervention was sustained continuously throughout a core theoretical module spanning 45 class periods. The lesson plans in the EG explicitly mapped out multi-directional collaborative interactions: The instructor delegated tasks through complex contextual situations → Learners engaged in autonomous research → Micro-group deliberations → Inter-group debates → The instructor moderated and synthesized theoretical tenets.

2.5. Evaluation Criteria and Data Processing Methods

The study established an evaluation framework comprising three major components: changes in instructors' classroom interactive behaviors; shifts in learners' cognitive activation and learning motivation; and the quality of knowledge acquisition alongside critical thinking development (measured through practical situational problem-solving examinations). All collected data were coded, entered, and processed using specialized statistical software, namely IBM SPSS Statistics (version 26.0) and Microsoft Excel. The mathematical algorithms applied included descriptive statistics (frequencies, percentages, arithmetic means $\bar{X}$, standard deviations SD) and inferential statistics (Independent Samples t-Tests to compare the mean scores between the EG and the CG). Statistical significance across datasets was rigorously benchmarked at a threshold of $p \leq 0.05$.

3. RESULTS AND DISCUSSION

3.1. Current State of Lecturers' Pedagogical Mindset: A Systemic Bottleneck

An analysis of survey data from 200 instructors and 300 learners across five provincial political schools in the Mekong Delta region elucidated a rigorous correlation between

instructors' inherent cognitive architecture and the efficacy of instructional methodology deployment in classrooms. Although 100% of the surveyed instructors confirmed prior participation in professional development workshops on active teaching methodologies, the measurement of their Mindset Readiness Index revealed a pronounced asymmetry.

When requested to self-appraise their central role within the classroom ecosystem, 68.5% of the instructors still conflated pedagogical competence with the ability to "execute a lecture seamlessly" and "comprehensively deliver the prescribed curricular content." This reflection demonstrates that knowledge is still conceptualized as a pre-packaged entity to be transferred intact, rather than a continuous process of active construction. Chronological pedagogical observations of 50 actual instructional sessions dissected the specific operational impacts of traditional mindsets on classroom teaching behaviors (Table 3):

Table 3: Correlation Between Mindset Components and Actual Classroom Behaviors of Instructors.

Investigated Mindset Component	Mean Score (X^{-})	Actual Classroom Behavioral Manifestations	Observation Rate
Objective-Oriented Mindset: Content-driven (knowledge cramming) rather than competency-based approach.	4.15	Instructors lecture continuously, attempting to cover all textual materials; minimal time is allocated for practical contextualization.	74.0%
Role-Oriented Mindset: Positioning the self as the center of monological authority, exercising absolute classroom control.	3.98	Utilizing closed-ended questions (rote recall, right/wrong); interrupting learners when diverging viewpoints arise; imposing arbitrary conclusions.	62.5%
Instrument-Oriented Mindset: Regarding assessment as a mechanism for memory verification rather than measuring cognitive growth.	4.22	Examinations predominantly demand rote reproduction of theoretical tenets; grading relies heavily on verbatim alignment with textbooks.	81.0%

The empirical data in Table 3 indicates that the primary bottleneck inhibiting a breakthrough in instructional methodology does not stem from technical parameters, but from the

conservatism of the obsolete "pedagogical worldview." Ho Chi Hong Cuc (2018) posited that when instructors maintain a mindset that uses the teacher's delivery as the absolute benchmark for student learning, it creates a fundamental cognitive barrier. This barrier transforms advanced interactive techniques—such as group discussions or case studies—into superficial, purely performative classroom activities. Without targeted interventions in this critical breakthrough zone—namely, the cognitive systems and professional convictions of the educators—all methodological training or digital infrastructure investments will remain superficial, failing to transform the essence of the pedagogical space.

3.2. Methodological Breakthroughs via Mindset Innovation: Quantitative Evidence

To empirically validate the thesis that "lecturers' mindset innovation constitutes the decisive breakthrough," this study meticulously compared the academic performance metrics and cognitive activation indices between the Experimental Group (EG - taught by instructors with comprehensively innovated mindsets) and the Control Group (CG - taught by instructors maintaining traditional mindsets) upon the conclusion of a 45-period theoretical module.

Table 4: Post-Experimental Competency Development Indices and Academic Performance Metrics.

Evaluated Criteria Indices (10-Point Assessment Scale / 1–5 Likert Scale)	**CG (N=50)**	**EG (N=50)**	**t-value**	**Statistical Significance (p)**
Practical Situational Problem-Solving Examination Scores ($\bar{X} \pm SD$)	6.84 ± 1.12	8.26 ± 0.74	-5.62	0.001
Frequency of Learners' Active Critiques / Counter-Questioning ($\bar{X}$)	1.8 times/period	5.4 times/period	-7.14	0.000
Learners' Intrinsic Cognitive Motivation and Interest Index ($\bar{X}$)	2.85	4.42	-6.89	0.002

The breakthrough divergence between the two cohorts is clearly illuminated by the statistical indicators in Table 4. The mean academic score of the EG reached $\bar{X}_{EG} = 8.26$, significantly outperforming the CG ($\bar{X}_{CG} = 6.84$) with absolute statistical significance

($p = 0.001 < 0.05$). Crucially, this examination was formulated using open-ended, non-linear prompts that required comprehensive analysis, critical critique, and the adaptive application of theoretical principles to complex real-world situations, rather than content directly extractable from textbooks. These results empirically demonstrate that when instructors innovate their mindsets—shifting from "teaching what they possess" to "organizing acquisition activities for the student"—they effectively liberate learners' cognitive fields, enabling them to convert abstract knowledge into functional action capabilities.

Furthermore, the frequency of active, student-initiated critiques within the EG expanded threefold compared to the CG (5.4 times/period versus 1.8 times/period). This represents a direct consequence of the experimental instructors abandoning their monological authority in favor of an egalitarian, dialogical mindset that embraces intellectual diversity and views learners' divergent stances as valuable pedagogical capital for theoretical analysis. This phenomenon aligns precisely with Vygotsky's (1978) Social Constructivist Theory, which asserts that individuals' higher-order cognitive architectures are forged and reinforced only when embedded in an interactive social environment rich in cognitive stimulation and negotiation of meaning. When the educator's mindset evolves, the classroom ceases to be a "one-actor theater" and metamorphoses into a dynamic "zone of proximal development."

3.3. Pedagogical Elucidation: Mechanisms of Transformation from Mindset Innovation to Competency Development

The quantitative breakthroughs derived from the experimental results enable the synthesis of a profound methodological mechanism of action, articulated through three core discussion dimensions:

Unblocking Multi-Directional Interactive Flows via the Liberation of Pedagogical Authority

Mindset innovation compels instructors to re-map their professional identity from an absolute controller to a strategic designer and facilitator. According to Dang Thanh Hung (2012), the essence of modern instructional methodology resides in the synchronized operation of interactive relationships among Teacher - Student, Student - Student, and Student - Curriculum. When instructors disavow monological delivery, they simultaneously unlock the "psychological handcuffs" constraining the learner. Students are empowered with agency and encouraged to engage in academic argumentation, which unblocks multi-directional

interactive flows within the classroom and transforms a dense theoretical lecture into an enriched experience-sharing environment.

Restructuring Lesson Design Philosophy: From Content Sequences to Activity Sequences

Evolving the mindset regarding instructional objectives fundamentally reconstructs the architecture of lesson plans. Instructors no longer map lectures along a vertical axis of content topics; instead, they configure them along a horizontal matrix of cognitive activity sequences (activity-based design). Nguyen Van Cuong and Zimmermann (2014) emphasized that human competencies can only be generated through and by the autonomous activities of the learners themselves. By conceptualizing a lesson as an ecosystem of practical tasks, instructors are compelled to deploy active learning strategies—such as seminars, role-plays, and case studies—in a substantive manner, ensuring that learners continuously refine their analytical and decision-making capabilities.

Disbursing Assessment Mindsets: Generating Intrinsic Impetus for Lifelong Self-Training

When educators revolutionize their mindsets regarding assessment instruments—transitioning from conventional summative assessments to formative and learning-oriented assessment paradigms—they fundamentally alter learners' learning motives. Students cease to learn via defensive, superficial rote-memorization designed solely for examination compliance; instead, they actively participate in self-assessment and peer-assessment protocols. This paradigm shift, as analyzed by Pham Minh Hac (2021), represents the ultimate destination of modern education: converting formal institutional training into an autonomous self-training process, thereby equipping learners with the capacity for continuous self-directed development long after leaving the institution. Therefore, innovating the teacher's mindset acts as the primary catalyst that triggers a systemic chain reaction toward an authentic, competency-based educational landscape.

4. CONCLUSION

This study has systematically and comprehensively demonstrated that the innovation of lecturers' mindsets is not merely an auxiliary component, but rather the definitive, critical breakthrough that charts the path for all instructional methodological renovation efforts. Through quantitative experimental metrics and empirical survey data, it can be affirmed that the essence of methodological renovation does not reside in mechanical procedural modifications or the superficial application of digital technologies; instead, it lies in a radical, revolutionary shift within the instructor's pedagogical worldview. Instructors' autonomous renunciation of traditional monological authority in favor of a dialogical mindset—anchored

in the core architecture of organizing cognitive activity sequences—has effectively liberated learners' cognitive fields. This paradigm has not only enabled students to achieve significant breakthroughs in practical-theoretical assessments, but has also systematically narrowed the learning achievement gap, stimulated intrinsic cognitive motivation, and comprehensively cultivated core competencies such as critical thinking, collaborative skills, and decision-making capabilities.

Nevertheless, this transitional trajectory is still impeded by systemic barriers rooted in deeply ingrained professional habits, dense curricular volume, and institutional misalignments within current assessment mechanisms. To materialize the paradigm shift toward a competency-based educational landscape, a synchronized framework of strategic solutions is highly imperative. First and foremost, priority must be given to standardizing instructors' pedagogical interaction design capabilities and reconstructing their professional consciousness through specialized professional development programs (Ho Chi Hong Cuc, 2018). Concurrently, educational institutions must fundamentally renovate their educational assessment philosophy to realign with action-based competency frameworks. As observed by Nguyen Van Cuong and Zimmermann (2014), the assessment paradigm must shift from evaluating the passive reproduction of knowledge to measuring adaptive, creative application within complex practical contexts. When educators revolutionize their assessment mindsets, they generate a powerful impetus that propels learners from passivity to active agency, thereby transforming formal training into an autonomous self-training process (Pham Minh Hac, 2021). Evaluated through the lens of modern educational theory, innovating the instructor's mindset serves as the primary catalyst and the absolute prerequisite for cultivating an open pedagogical ecosystem where knowledge is continuously co-constructed and learners' competencies are sustainably developed (Dang Thanh Hung, 2012).

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