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<http://ucom.ru/doc/na.2015.08.705.pdf>**Хьеу Чан Чонг****Management the process of high school principal fostering
follow up direction of approaching to ability****Hieu Tran Trong****Management the process of high school principal fostering
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A special feature of society in current development stage is dynamism. The rapid change of social culture, continuous update and rapid technological change required that each individual has to constantly adjust and knowledge supplement, improving the their education level. Management the process of high school principal fostering is management the studying and teaching activities; management the teaching methods; management the investigating and evaluating of learning outcomes; scientific research

Ключевые слова: управление, содействие,
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In the context of international integration, training of human resources with high quality is a necessary issue; In particular, training and fostering of high school principals play a critical role in deciding the quality of schools and the quality of national human resources. If the training facilities exploit the strengths and applying the modern approach in management the process of fostering, it will contribute to improving the quality of the leadership team to meet the requirements, the task of "Basic and complete innovation of education and training to meet the requirements of industrialization – modernization in conditions of market economy and international integration".

The process of fostering is impartable activities, knowledge complement, skill training, attitude education to help learners to dominate the professional capacity and other capabilities in the life. The process of retraining is understood in the narrow sense is the process of teaching and learning; is a major component in the management at the facilities that have responsible for training of high school principal.

What is the ability? At the symposium on the basic competencies of the European Council, after analyzing many definitions of competence, concludes: "Capacity is expressed as a capability system, expertise or necessary skills, can help people to have enough conditions to reach to a particular purpose". And also at the forum, J. Coolahan supposed that: capacity is seen as "the basic capability based on

knowledge, experience, values and dispositions of a man are developed through education practice".

In a word: Capacity is the ability to perform, is to know how to do not just know and understand. Of course, action (do), implementation must be linked to consciousness and attitudes; must have knowledge and skills, not as a "machine", "blind". Competence is the knowledge, skills and values to be reflected in the habit of thinking and actions of each individual. Preservative and continuous habits of thought and action can help a person become more capable, which means doing something on the basis of knowledge, skills and basic values.

Capacity approaching: The essence of the ability approach is a way to approach outputs. This is a way that states results clearly – the ability or skills that learners wish to achieve by the end of each stage of learning in a specific subject. "In other words, this approach attempts to answer the question: what we want to know and to be able to do?

However, there are many forms of "outputs"; output of capability approach focuses on required capacity system at each learner. This approach is to help students not only memorize, but also know to carry out specific operations; use the learned knowledge to handle situations in the life, in the process of work. In other words, gained knowledge must be linked to real jobs. Capacity approach always give out the question: What do people from what they have learned?

In the trend of global education, capacity approach is occupying a special position than other approaches. In practice, this approach has proven effective, it has become a target in the direction of education.

Some authors supposed that "this capability approach is believed to have advantages because it has a strategic vision, detail:

- Its goals and results beyond the specific requirements of the job;
- Its results reflect better ability to practice;
- It makes changes in the requirements of the labor market in the future".

Capacity approach is seen as the foundation for the national educational strategic. The feasibility of this approach is defined in the intimate relationship of the educational process and its results.

Many scientific researches indicate that the use of capacity approach has contributed to the efficiency of basic education:

- Improve the relationship of the practice activities in education;
- Focus on the activities of learners;
- Focus on developing the personal qualities of learners;
- Developing the motivation of the educational process.

Reaching capacity created solid conditions for the design goals and training results in education. Specific:

- Update the development of social competence and personal competence in the process of learning to make change themselves;
- Changing the role of teachers (from conveying knowledge and active ability to design of personality development trajectory for each individual in the educational process);

– Applying many different assessment principles, which should be sensitive to the results and experience gained from school.

The process of high school principal fostering includes factors: management the teaching and learning activities; management the teaching methods; management the investigating and evaluating of learning outcomes; scientific research.

To manage effectively the process of high school principal fostering in the direction of capacity approach needs to make good the following issues:

– Management the teaching and learning activities.

The facilities are tasked with fostering, which must regularly monitor, supervise, evaluate the teaching results of faculty and learning results of students. Grasp qualifications and professional, know the advantages and shortcomings of the faculty of political and ideological aspects, quality, ethics, lifestyle ... Manage and monitor the process of learning and training of trainees during training time. There are measures to encourage learners strive to practice to get the highest efficiency.

– Management of teaching methods

Teaching methods are a key component in order to achieve the objective of fostering. Teaching method innovation is one of the urgent issues in order to meet the demands of work and fostering. Teaching methods play an important role decide to strengthen the capacity of learners and improve training quality. Good teaching methods will ensure the transmission of knowledge and comprehension that are favorable. It also helps student improve their self-learning, self-study, methodical thinking, create and develop of job managing skills, school management. Teaching methods have turned positive by both the teachers and learners to promote a positiveness, proactiveness, creativeness of learners.

– Management the investigating and evaluating of learning outcomes

Management the investigating and evaluating includes management the standard developing about objectives, fostering content in general and standards and objects of each sepecific subject in particular. Management the forms determination, method, assessing tools appropriately. Management the records, filing records of academic performance of students and offering certificates.

The test assessed learning outcomes of students with significant implications to confirm the results, the level of students in the process of fostering course participation.

– Scientific research

Scientific research is one of the requirements and responsibilities for staff and faculty in the training facility. Besides, teachers have the responsibility to motivate and guide students involve in scientific research.

Officials and teachers in training institutions have the responsibility to participate in scientific research and guide students writing essays or dissertations.

Conclusion: The quality of training activities can impact and control through management solutions in the implementing process at the training facility. Products of fostering activities have to ensure the quality, that help the high school principal to have sufficient expertise and professional of management and ethical qualities of a leader to manage and administrate school, perform tasks in school and contribute to improving the quality of education.

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