



Received: 24-01-2024
Accepted: 04-03-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Current Status of University Education in Vietnam and Solutions toward Substantive Education

Nguyen Thi Thanh

University of Labor and Social Affairs, Hanoi, Vietnam

Corresponding Author: **Nguyen Thi Thanh**

Abstract

University is the dream gate of most students preparing to graduate from high school. These are the future owners who will contribute to building an increasingly rich and beautiful country. If you want to improve the intellectual level of this class of future owners, you must aim at the intellectual development of each individual. To do that, we must go through educational and training methods. Therefore,

university education is extremely important and receives great attention from the State. So what is university education, what is substantive education, what is the current situation and what is the solution? The author boldly states his personal opinion on the above issues through the article "Current status of university education in Vietnam and solutions towards substantive education".

Keywords: University Education, Substantive Education, Current Situation, Solutions

1. Introduction

Education plays an important role, a key factor and a driving force for economic development. Not only in Vietnam but in most other countries around the world, governments consider education a top national policy. From the role of education, we can understand university education as a process of training high-quality human resources, serving the development of the country in all stages. Besides the labor force, the knowledge force is the factor that promotes the development of science and technology and the economic growth of a country.

1.1 What is university education?

Currently, there are many different definitions of the phrase "university education" and in Vietnam, there is still no official definition. The concept of university education is understood as a form of advanced knowledge training for learners. University education appears in universities and academies, it includes three levels: College, university and graduate. In higher education, students are imparted with more specialized and diverse knowledge than other levels of education in different areas of life to support learners in researching and developing their knowledge. Mine. The university curriculum is also more extensive with a variety of teaching methods so that students can self-discover and expand their intellectual capacity in the field they study. There are a few most common concepts to explain what university education is ^[2, 3], which are:

- University education is likened to a production line in which the output is high-quality human resources. In this concept, university education is considered a production factory in which learners are products manufactured to meet the needs of the labor market.
- University education is a program to train future researchers. In general, in higher education, a systematic teaching system will be built to train true scientific researchers, for those who wish to cultivate new and deeper knowledge. The aim of this is to create quality, scientific research works with a rigorous working spirit.
- University education is a systematic and effective teaching organization. Through teaching activities, the core values of knowledge are given. Therefore, society is currently focusing on developing and improving university education institutions by building effective management systems and teaching activities to improve training quality and course completion rates. Student learning.

1.2 What is substantive education?

In May 2021, at a working session with the Ministry of Education and Training, Prime Minister Pham Minh Chinh emphasized

the requirement of *"real learning, real testing, real talent"* for substantive education. This issue has been specifically specified by Minister of Education and Training Nguyen Kim Son in the action program to run for the 15th National Assembly^[6].

Real learning or real learning, according to Minister Nguyen Kim Son, in terms of content, is education that teaches people knowledge, skills, qualities and ethics, creating real capacity, that is, what people Students can use for work, for living, for life, for the country. Real learning is to avoid learning things that are not used for anything, and things that are needed for work cannot be learned. Real learning here means practical, useful, substantive education, education and training that meets social needs and is closely linked to life. Real learning means that the title, academic title, and degree are appropriate and reflect the true ability of the learner.

The real exam is a test of correct assessment, the number of points worth is given, and those who have to retake the course will be allowed to retake it so as not to "sit in the wrong class", if the thesis is not of good quality, it will not be passed...

True talents are those who carry noble ideals, have the creativity and intelligence to develop that creativity, and at the same time contribute to the intellectual enrichment of the country and humanity. Talent is someone who has profound knowledge and knows how to use that knowledge in organizing resources to create benefits for individuals, organizations and the country. Talent in modern society is evaluated in many aspects, not just in a certain field or profession. Not only natural talent but talent in modern society is also evaluated by self-discipline, self-study ability, knowledge and soft skills.

2. Current status of university education in Vietnam

2.1 Positive side

According to Professor Dr. Nguyen Dinh Duc^[1], Nguyen Ngoc Anh^[4] and Le Huu Ai^[5], in the past 5 years, implementing Resolution 29 on fundamental and comprehensive innovation in education, training, and university education in Vietnam's education has had a breakthrough change:

Firstly, accessing international standards on university accreditation and ranking.

As of December 31, 2020, the whole country had 149 university education institutions and 9 pedagogical colleges meeting accreditation standards according to Vietnam's set of university education quality accreditation standards, accounting for approximately 55% of the total number of universities and academies in the country. There are 7 universities recognized by international assessment/accreditation organizations (HCERES, AUN-QA). There are 145 training programs of 43 universities evaluated and recognized according to domestic standards; 195 training programs of 32 schools are evaluated and recognized according to regional and international standards. Through self-assessment and external assessment, schools can see their strengths and weaknesses and develop more realistic and effective quality improvement plans. Educational institutions have changed the way they view management and direction, strengthening school management capacity and teaching and learning management. Educational quality accreditation creates motivation for assessment work in general, making an

important contribution to improving education quality and integrating with the world.

Second, there is a breakthrough change in the quality of university lecturers.

University education creates breakthroughs and changes in team quality. International publications, the quality of lecturers and the quality of learners at the undergraduate and postgraduate levels have made great leaps compared to the previous period. By the end of 2020, Vietnam's international publication was ranked 49th in the world and 3rd in Southeast Asia. Notably, 70% of Vietnam's international publications are from universities. The quality of the team increases step by step, each year according to international standards. Previously, professors, associate professors, and doctors were not required to have international publications; now, with the new regulations on title standards, it is mandatory for professors, associate professors and even graduate students to have international publications when defending their thesis.

Third, the industry structure has changed drastically.

The development of the 4.0 industrial revolution entails a great demand for high-quality, highly qualified human resources and is creating opportunities as well as challenges for higher education. Vietnam's university education has had a rapid and appropriate change in career structure. Automation, information technology, computer science, software technology, information system security, artificial intelligence, information system management, nanotechnology, advanced materials and structures, taught and trained at many other universities throughout the country. Thus, it shows that Vietnam's university education has transformed strongly and is keeping pace with the trends of the times.

2.2 Limitations

Besides the results achieved in the quality of Vietnamese university education in the past period, limitations still exist^[4, 5]. In the current period of innovation and increasingly deep international integration, our country's university education system, if compared with the real education system of "real learning, real testing, real talent", still reveals shortcomings. Access and restrictions.

Regarding goals, for a long time, due to many different reasons, we have not paid enough attention to setting goals for the country's education, including university education. Recently, the goals of university education in our country have changed, such as determining the concept and purpose of university education as training talents. However, considering the definition of true talent above, this goal is difficult to achieve to the actual quality of university education in Vietnam today.

Regarding content, although in recent years there have been many efforts to innovate and reform the content of university education in a more progressive direction, in general, compared to some countries in the region and the world, the education in Our country's universities still have shortcomings:

- According to statistics of the Government's planning for the network of universities and colleges by 2020, the total scale of university and college training will reach about 2,200,000 students and by 2020 the whole country will have 460 universities and colleges. Colleges, including 224 universities and 236 colleges. In terms of quantity, training facilities have partly met

human resources quite well for the past period as well as in the coming period. However, in terms of training quality, there is still a large deviation between training institutions and they still cannot meet the requirements of high-quality human resources suitable to the situation of development and deep integration. Expansion of the Vietnamese economy in the long term.

- According to Recruitment Market Report 2019 - an annual report of Vietnamworks on recruitment needs and online human resource supply in Vietnam [7], statistics and surveys on 10 business fields with the index Highest staff shortage in 2019:

Table 1: Ten business sectors with the highest human resource shortage index

Field	Shortage rate
Restaurant/ Hotel/ Tourism	94%
Power electronics	90%
Technology	88%
Mechanical	87%
Retail/Wholesale business	84%
Textile/Garment and footwear	83%
Information technology	80%
Build	65%
Medical services/Health care	sixty-four%
Real Estate/Rental	sixty-one%

Source: Recruitment Market Report 2019

Table 2: Causes of human resource shortage

Reason	Ratio
1. The number of candidate applications does not meet recruitment needs	48%
2. Candidates do not meet the requirements for professional skills	40%
3. The company's benefits do not meet the candidate's expectations	39%
4. Candidates do not meet the requirements for soft skills and experience	37%
5. High turnover rate	36%
6. The employer brand is not strong enough	24%
7. Lack of recruitment budget	9%
8. Other	5%

Source: Recruitment Market Report 2019

Looking at the two statistical tables and surveys above, we can see that on the employer side, there is a huge shortage of human resources and the cause of the shortage is also alarming: 48% of the number of applicants' candidate profiles do not meet recruitment needs (qualifications, majors, experience, skills, etc.), 40% of candidates do not meet the requirements for professional skills, 37% of candidates do not meet the requirements for soft skills and experience. Thus, it can be affirmed that the demand for jobs in the current market is very large, but the unemployment rate of students is still high because they cannot meet the requirements of employers. The core reason is due to not studying for real and taking real exams. To explain this, the author goes deeper into analyzing the causes coming from the training facilities and the products of the training process.

2.3 Causes of limitations

- **On the training facility side:** Related to curriculum content, learning materials, teaching staff, and facilities for teaching:

+ *About the study program:*

In general, the program content and teaching methods of university subjects in recent years have also had innovations in content and form. However, the subject content is still heavy on pure theory and academic theory. The training program is still slow to improve and innovate, lacks updates and theory is not linked to reality, leading to Vietnamese students learning too much but the knowledge is not consistent with practice. Based on the regulations on formal university training according to the credit system, universities are required to comply with the framework program of the Ministry of Education and Training, in which compulsory subjects belong to the general education section. Still accounts for quite a large volume, making program load reduction difficult. In addition, the content of some subjects in the training program overlaps with scientific content or specialized subjects are not arranged according to the difficulty of the knowledge ladder, which affects the training process.

+ **Regarding learning materials:** The system of textbooks and documents for learning and research is weak, based on pre-prepared textbooks that are not up-to-date, there are not many practical situations that occur outside the enterprise, and the issue has not been mentioned. Integration topic. Therefore, it somewhat limits students' ability to reason and develop knowledge. Students who complete the course are not able to reason and apply well in practice and often encounter problems when they arise outside of what they have learned at school.

+ **Regarding the teaching staff:** Despite the current reality, schools have paid more attention to the quality and quantity of the teaching staff, but there is still a small group of young lecturers who still show monotony and rigidity in teaching. Teach. The reason is due to a lack of practical experience and practical job skills. The teaching method "teacher reads, students copy and do exercises" is replaced by the formula "teacher lectures, students listen and do exercises". Although this method has innovated teaching methods, it still does not ensure control over all learners' work and does not ensure knowledge improvement for high-level learners. Learners can only learn what the teacher teaches. Leading to poor efficiency.

+ *Regarding facilities for teaching:*

However, according to a relative survey published by the Department of Facilities - Ministry of Education and Training on the facilities of public universities and colleges, up to 15% of schools are below standard (student learning areas are in an outdated and degraded state. Some schools not only lack classrooms, but the classrooms and lecture halls have almost no technical facilities such as computers, projectors, etc.) This shows that the use of teaching aids is not diverse and that although the application of information technology in teaching activities has received attention from schools, it is still not as effective as expected.

- **On the part of students and trainees:** Learners' understanding of the field of study they pursue is still unclear; the career guidance and entrepreneurship ability of students during and after school is still low. The initiative and creativity in learning and research of students are generally not high, lack scientific thinking and the vast majority of students are passive learners, following the trend and learning to pass "learning by diploma syndrome". So when you graduate, you don't have enough knowledge to meet the requirements of

reality. Reality shows that the number of students trained every year by training institutions is very large, but their professional qualifications, foreign language proficiency and other soft skills are not high, and their understanding of corporate culture is not high. National culture is still limited, professional practice skills and work initiative are not high, teamwork ability has low efficiency... has not reached the common level of the region.

3. Some recommendations and solutions

Based on the analysis of some of the causes causing the above inadequacies, to innovate, perfect and further improve the quality of university education training in the coming time, the author boldly offers some recommendations. Following suggestions and solutions:

▪ *On the training facility side:*

+ *First, innovate the curriculum and learning materials:*

Facing the requirements of economic integration and the 4.0 industrial revolution, training institutions need to research and analyze the characteristics of this revolution to then propose and recommend fundamental program innovations. Curriculum, content as well as training methods in the direction of building a substantive education. Specifically:

The school's training program needs to be innovated in the direction of equipping students with knowledge and skills that are both suitable for Vietnam's current situation and preparing for the prerequisite steps for international convergence. The program system as well as teaching materials should be appropriately redesigned and regularly updated, smoothly combining theory and practice, allowing students to regularly access practice to improve their practical abilities. Onion.

Training facilities need to become a bridge between businesses so that students have the opportunity to enhance their professional practice skills by learning about reality at businesses through field trips, exchanges, and exchanges, learning knowledge... towards the ultimate goal of meeting the needs of employers. In addition, it is also necessary to work closely with domestic and international professional organizations to gradually include professionally applicable content that has been researched and synthesized by these organizations into the training program. And apply in the training process widely recognized practice certificates in Vietnam and internationally.

+ *Second, improve the quality of lecturers:*

Improve the capacity of the teaching staff. The teaching staff must not only be people with good moral qualities but also people with extensive professional knowledge, constantly updated so that knowledge is always innovative and modern, and must have an understanding of the actual situation of professional activities so that in addition to being academic, there must also be profound practicality in the teaching content. In addition, proficiency in foreign languages to serve research and academic exchange is also one of the basic requirements that lecturers must have. At training establishments, it is necessary to have a team of qualified lecturers to participate in training students in the direction of career application. In particular, with the explosion of the 4.0 revolution, in addition to the ability to lead and apply knowledge, accounting lecturers must be able to apply technology to perform work according to internationally advanced programs.

In addition, the teaching staff needs to change their teaching methods. Instead of taking the center of the teaching process as the lecturer like traditional training programs, it will take the student as the center. Instead of the teacher reading and students copying, the lecturer will play many different roles such as advisor, consulting, supervisor, etc. Innovating teaching methods aims to promote creativity and initiative and promote the principle of "learning less, understanding more" for students.

+ *Third, complete and improve facilities for teaching:*

Facilities (especially schools below the standard level) must ensure facilities implement the above training requirements. Conditions on learning materials, learning equipment, and facilities must meet the following requirements: School library connected to the internet, with full books, textbooks, and reference materials in Vietnamese and foreign languages; There are enough classrooms, large lecture halls, practice rooms to serve teaching, learning and scientific research of each training field. Training facilities also need to be promptly equipped with modern equipment such as computers. Computers, projectors, online network systems... serve safely and effectively for practical lessons. That way, when graduating, new students won't be confused and will immediately adapt to their jobs.

▪ *On the learner's side:*

Change your thinking, define learning as gaining knowledge, growing in thinking and life skills as the basis for later working, not studying to get a degree. Promoting initiative and creativity in learning, abandoning the passive learning style of listening and copying, learning effective learning methods and improving scientific research and learning associated with practice to brush up. Close to reality and practice. Spend a lot of time focusing on improving professional capacity, cultivating foreign languages and soft skills such as coordination - teamwork skills, evaluation and decision-making skills that need to be trained, skills thinking, problem-solving skills, creativity, people management skills and emotional intelligence... Participate in forums and specialized exchange groups to improve your qualifications and gain practical experience. Economic, serving work after graduation.

4. Conclusion

In recent years, Vietnamese education in general and university education in particular have achieved many great achievements in the cause of building and developing the country. University education has properly trained and provided the country with a large team of officials with university and postgraduate degrees to meet the country's practical requirements, as well as the requirements of regional integration. Region and the world. But at the same time, university education still has inadequacies and limitations and does not reflect real learning, real testing and real talent in Vietnam. Innovating and improving the quality of university education to create quality human resources towards substantive education is extremely important, and is a quick solution to meet the needs of students. Good response to the development and deep integration requirements of our country's economy in the coming period.

5. References

1. Nguyen Dinh Duc. What are the expectations for Vietnamese university education in the coming time?

- Dan Tri Magazine, No. 4/2021, 2021.
2. Pham Cong Nhat. Innovating university education towards international integration. *Journal of Political Theory*, No. 10/2014, 2014.
 3. Hoang Tuy. Three issues of Vietnamese universities today. Tri Thuc Publishing House, 2013.
 4. Nguyen Ngoc Anh, Nguyen Kieu Lan Thuong. Vietnamese education: Current situation, opportunities and challenges. *Journal of theoretical education*. 2018; 279.
 5. Le Huu Ai, Lam Ba Hoa. University education in Vietnam today: Current status and solutions to improve quality. *Journal of Philosophy*. 2010; 9(232).
 6. Decision No. 37/2013/QĐ-TTg of the Prime Minister on adjusting the planning of the network of universities and colleges for the period 2006-2020.
 7. Vietnamworks. Report on the online recruitment market in Vietnam in 2019.