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## The Solutions for Improving the Education Quality of University in Vietnam

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### Abstract

Along with the career of building and defending the Fatherland, the career of planting people is a matter of concern. President Ho Chi Minh once said: "Higher education of people will help us promote economic recovery, development of democracy. Raising the cultural level of the people is also necessary to build our country into a peaceful, unified, independent, democratic and prosperous nation". Therefore, to become a rich and power country, there should be many talented, virtuous, knowledgeable people. That is the goal of education, especially higher education. In the process of renovating our country, education is always emphasized by the Party and State, including higher education. However, in the current context, we still see the country's higher education system has many inadequacies. It can be seen that these are shortcomings in the teaching, management, and even the output for students. How to improve the effectiveness of education, especially higher education is a problem that is being paid attention of Vietnamese Party and people. The article presents findings on the current situation: the achievements, limitations and causes of the country's higher education system, thus making recommendations to improve and improve the quality of higher education in the country. Vietnam.

**Keywords:** Advanced Educational Program (AEP), higher education, training, university

### Introduction

The advanced program is being applied by the training institutes of designing and building edema. In our country, although there is no official definition of higher education, It is possible to understand that higher education is a form of educational institution for post-compulsory education with the following qualifications: college level, university level, master degree and level doctor.

Historically, higher education emerged in our country over a thousand years ago (2). So far, the history of higher education in Vietnam has gone through different education: feudalism, colonialism and new colonialism (in South Vietnam before 1975). Higher education since the August Revolution in 1945 has experienced nearly 70 years and achieved great achievements, most importantly, contributing to the generation of human resources in Vietnam. The decisive factor for the victory of the struggle for national liberation and the building of socialism. However, in the period of reform and international integration is more and more widespread today, education of our country increasingly exposed the inadequacies and limitations.

On a long-term basis, for a variety of reasons, we have not paid enough attention to setting a goal for the education of the country, including higher education. Recently, the goal of higher education in Vietnam has changed, such as the definition of the concept, the purpose of higher education is the training of talents (Law of Education Vietnam 2012). However, understanding how talent is so far has not been consistent. If you consider the talents to be innovative, capable and dynamic people who make important contributions to the development of theoretical research or practical activity, And rare in society, this goal is difficult to achieve for the actual quality of higher education in Vietnam today. In fact, universities in Vietnam nowadays are very capable of equipping learners (students, learners or PhD students) with basic knowledge, Independence, dare to think and to think (think methodically - scientific thinking). Thus, it is clear that even if we reform our higher education goals, this goal is also inconsistent with the capacity, as well as the actual quality of the higher education in the country. Meanwhile, many countries in the world and even

countries with advanced higher education have set realistic goals for setting educational goals. A prestigious American university has defined its goals as follows: "The purpose of the educational and student life is to educate successful individuals and responsible citizens. Graduates feel confident in exploring a wide range of issues and experiences in the university or on the go, whether they are in any particular discipline. " The word "success" can be understood as having a basic knowledge of knowledge that is carefully prepared to be confident in life and into the labor market (make a living as well as develop knowledge). But the purpose of training them as "responsible citizens" is very clear (3). With goals like this, most universities in Vietnam are currently less or not seriously paid attention, should also be one of the contributing factors to reduce the quality of products (learners) after train.

In terms of content, although there have been many attempts to renovate and reform education content at all levels in a more advanced way, but in general compared to some countries in the region and in the world, the background Our education is still backward, especially the content of higher education. In general, most of the content and educational programs at all levels in Vietnam are compiled or influenced by the contents and educational programs of the former socialist countries, Soviet sex. For a long time, these contents and educational programs are quite suitable with the education of our country and have brought about important achievements.

## Restrictions and Causes

### Restrictions

In the context of innovation and international integration today, the content of our higher education curriculum is showing many shortcomings and limitations:

Firstly, the content of training knowledge is heavy on theory, light on practice, not create the unity of education goals with the goal of finding jobs for learners.

Secondly, there is no link between national and international higher education standards. Although under the close supervision and supervision of the Ministry of Education and Training, in fact, the capacity of knowledge transfer between institutions of higher education in our country is still very limited, Less admitting and receiving the training results of each other, so it is difficult for learners to change schools or majors. It is more and more difficult to transfer knowledge between higher education institutions in the country and abroad due to differences in objectives, content and methods of training between domestic and foreign higher education institutions. International (except for joint training programs). This not only makes it difficult for learners to transfer to overseas educational establishments, but also to the recognition of diplomas and certificates issued by domestic educational institutions in the countries in which the trainees relocate. Or work is not easy either.

Thirdly, the curriculum is heavy with great amount of time. A statistic and comparison shows that the duration of 4 years at a university in Vietnam is 2,138 hours compared to 1,380 hours in the United States (4). Thus the curriculum in Vietnam is 60% longer than the US. It is very difficult for the learner to avoid being subjected to the pressure to complete course programs, to have little time for self-study, self-study, or to participate in other social activities. In general, in the context of international

integration, higher education programs in Vietnam are currently inadequate and ineffective. This is also considered to be the underlying cause of tertiary education in Vietnam tending to lag behind.

Regarding the method and form of university teaching, the universities in Vietnam are generally not yet approaching the methods and forms of teaching popular university of the world. To aim at "emphasizing the skill of addressing life's problems rather than focusing on the filling of existing knowledge," the application of teaching methods and forms of teaching institutions Studying in the world is very flexible, based on the spirit of promoting the role of learners, creating maximum conditions for learners to learn by themselves (5). The position of the learner is not really interested. The methods and form of teaching organization is quite backward. The results of the 2006 National Academy of Sciences' fieldwork have commented on Vietnamese teaching and learning methods as follows: "The teaching method is not effective, it is too dependent on the lectures. Show less and use positive learning skills, resulting in less interaction between students and teachers inside and outside the classroom; Too emphasis on memorizing knowledge without relying on high-level conceptual or academic learning (such as analysis and synthesis), resulting in superficial learning instead of intensive learning; Students passively learn (6). Although in recent years, according to the policy of the Ministry of Education and Training, many universities and colleges nationwide have started to apply teaching methods to students by credit method, The price of many experts, "Credit training in Vietnam is not really true with the spirit of credit. The way of teaching, learning is still not released from the spirit of manufacturing. Student autonomy is weak "(7). The innovation of teaching methods in universities in our country is sometimes only formal. Teaching equipment, such as projectors, videos, etc. are just a means to support the quality of teaching, and more importantly, the recognition that education must be creative, responsive As demonstrated by improvements in methodology and curriculum, attention has not been paid.

### Causes

These shortcomings and weaknesses contribute to the lagging behind in Vietnam's education and this lag is having a negative impact on the country's socio-economic development:

Firstly, the quality of human resources after training has not met the requirements of reality. According to a survey of 60 industrial service enterprises in Ho Chi Minh City on "Assessing the level of business satisfaction with the quality of students trained in the first 5 years after good Industry (assessment based on theoretical knowledge criteria, practical skills, foreign language skills, working style and professional capacity), only 5% of the total number of students surveyed At a good level, 15% at a decent level, 30% at an average level and 40% at a level of failure (8). This result not only reflects the current shortage of higher education in Vietnam, but also indirectly indicates a risk that Vietnamese labor will lag behind other countries in the region while businesses Has been using automatic technology in human resources management.

Second, limitations on the ability to research and publish research results. Most of the advanced education of countries in the region and in the world today is capable of creating a large team of qualified scientists who research

and publish research results in Domestic and international in large quantity. Along with the trend of international integration, the quantity and quality of published works in international scientific publications have become important indicators; the objective indicators reflect not only the development of science and technology. As well as scientific performance but also reflect the level and quality of the actual education of each country. In Vietnam, in recent years, despite the interest of many educational institutions in creating a mechanism that encourages scientists to focus on research and publication of national and international research findings, But the results are still limited, even tending to lag far behind many countries in the region and the world. Vietnam now has about 9,000 professors and associate professors, 24,000 PhDs and over 100,000 masters. According to the Institute of Scientific Information (ISI) statistics, between 1996 and 2011, Vietnam had only 13,172 published scientific papers in peer-reviewed international journals, about one fifth of Thailand's (69,637), 1/6 of Malaysia (75,530), and 1/10 of Singapore (126,881). Meanwhile, the population of Vietnam is 17 times that of Singapore, 3 times that of Malaysia and nearly half of Thailand. Not only in terms of quantity, is the index of influence of scientific researches in Vietnam also the lowest in comparison with other countries in the region. This modest rating is also consistent with the number of patents registered in the United States and the innovation index by the World Intellectual Property Organization (WIPO).

Thirdly, to reduce the competitiveness of the economy in the context of international integration. In fact, the inadequacies and limitations of higher education in our country today not only directly affect the quality of human resources, but also deepen the competitiveness of the economy. The situation in the context of international integration deepening. According to the World Economic Forum's Competitiveness Report (WEF) 2013 - 2014, conducted in 148 countries, the effectiveness of the Vietnamese education system was ranked 67/144. In the higher education and training category, Vietnam ranks 95th in the rankings, seventh among ASEAN countries, after Singapore (second), Malaysia (46th), Brunei (55th), Thailand (66th), Indonesia (64th), Philippines (67th). It is worth mentioning that, among the 12 key criteria for improving the competitiveness of the economy, health and basic education are classified WEF ranked fourth, the quality of education and training ranked 5th criterion.

It may be that these figures do not adequately and substantially reflect Vietnam's education, but it is also a reminder that we need immediate solutions to effectively improve water education. The home, including higher education, is unwilling to lag far behind other countries in the region and in the world.

## **Solutions**

### **Improved input quality**

A top criterion for evaluating an undergraduate is the quality of the graduate student. But the output depends a lot on input. If the university does not get qualified students and the required quality is like the factory can not import the standard materials, although trying to feat the product is still bad.

College entrance depends on two factors: high school quality and enrollment. But with the way high school institutions and the way students are recruited today, the

quality of students entering the top universities, in the industry is not "high" is not high. Regardless of the two Vietnamese-German and Vietnamese-French universities, only qualified students can be recruited because of the special situation, even national universities are not easy to attract good students in very specialized fields. Necessary but not preferred according to the psychological trend in society today.

Our high school education has two major wastes: one is that most junior high school students flock to high school, only a small number of technical secondary schools or economic and cultural; Second is a high school program with a lot of homogeneity, very little interest in hobbies (even specialized schools are very limited but sometimes specialized). That's why high school students are so heavy that every student has to study a lot of the subjects they do not need. They are not well prepared for what they will need after college or if they have to go to work. 12 year book lights. Examination to put into the graduation exam and entrance examination makes the graduation exam and enrollment is too heavy, become a miserable exhausted students that performance is very poor. That backward education of course will continue to affect the impact of college, so most students are ready to accept the university as a kind of high school. That explains why students When studying abroad, they usually learn well, are good at the first few years but then exhaust themselves when they demand more independence and creativity. Therefore, in order to improve the quality of university entrance, it is necessary to soon reform the structure of the post-secondary education system, especially high schools.

### **Change of training method.**

In the old Soviet Union, the university system was often regarded as a place of intensive training of the profession, not of universal culture. Under the influence of that concept, our universities, including those called "general universities", also specialize in the discipline from the first year. The products of short-sighted training are those with narrow vision, only a small area of expertise, knowledge and skills are quickly backward in the fast-changing technology. For societies rich in cultural traditions like Russia, the disadvantage is nonetheless easy to overcome but for a backward society in many aspects like Vietnam, it has left a strong mark in community life. When the majority of officials holding important positions are trained in such manner, it is easy to understand that many policies and policies reflecting low universal culture still have long-term viability in socio-economic life, Persistent impact on the environment, traffic safety, public health as clearly seen over time.

In recent years, our major universities are also called multi-disciplinary universities, although they are actually the administrative assemblies of many specialized universities. Basically, the training method is the same. Even though credit-based training is gradually replacing the traditional one, it has not worked well because it keeps a consistent, rigorous learning plan for all students in the same discipline and There is very little opportunity for an undergraduate student to devote adequate time to study and earn credits in other subjects of his / her choice. The way of training is not liberal, the product is also difficult to have the intellectual freedom. I understand the idea of Humboldt: freedom of education, freedom of instruction is also in that spirit.

The tendency for flexible training in modern higher education is due to the widening of the interdisciplinarity between the disciplines, making interdisciplinary collaboration more necessary than ever for faculty development. learn. The greatest scientific achievement in the early 21st century is the decoding of the human genetic map that has been achieved by relying on the direct participation of thousands of scientists in many different countries in a variety of disciplines. on the world.

Going back to that general trend, the worst point in our science and technology is the lack of interdisciplinary cooperation. The worst point of many of our knowledge is narrow vision, loneliness, shortness and superficial thinking, lack of depth. Overcome the disadvantages of a revolution in educational thinking, starting with a change in the way we learn in college.

### **Remove barriers to scientific research.**

While internationally recognized academic achievement is the top criterion for evaluating universities, in our country universities have almost no interest in scientific research. In recent years, due to the demand for integration, awareness of this issue has changed a little. After the statistical information clearly shows the laggard lag of Vietnamese universities in comparison with Thai, Malaysian, and Singaporean universities, we begin to set the task of scientific research for The University. But unfortunately, just like everything about the revitalization of education, science in our country, talk a lot, talk a lot, exaggerate but do not do, just to file a report... achievement. Scientific research was too weak, but rampant plagiarism caused great scandal, affecting the image of the University of Vietnam in the world.

Nowadays, people have agreed on the importance of scientific research in university but there are differences in perception that are causing obstacles. Some people give a simple conception of scientific research, extending the concept of scientific research to the study of common sense, which no one in the world sees as scientific research. Then there is the warning to run the international publication to go abroad, follow the scientific research to distract the teaching, etc. It even cites big intellectual names like Ta Quang Bui, Tran Dai Nghia... to say that there is no need for international publication; no research work can still be a big scientist, Etc. Meanwhile, as reported by the press, the situation of "busy teaching, forgetting research" is still severe in even the largest universities.

In addition to the tendency to despise international proclamation and the vulgarization of the concept of scientific research, the radical notion of opposing, absolutizing, and manipulating quantitative assessment recent scientific rescue has been popular internationally. These indicators provide useful information that can serve as important references when assessing scientific research in large communities, but cannot have absolute meaning and completely substitutes for evaluation. The price of expert knowledge evaluates just as the results of the tests are very necessary for the doctor to diagnose, treat, but not replace the doctor. Using quantitative indicators can lead to unhealthy trends in scientific research.

However, the biggest obstacle to scientific research in universities (and academics) is the lack of academic freedom (especially in the social sciences) and the pressure to earn extra income apart from wages. Not many

scientists have the ability and enthusiasm, but because of the need for life to share with science farewell, teaching more hours, doing all sorts of inept, sometimes contrary to conscience, To make a living. I think they are only partly responsible. More blameless than the irresponsible attitude of the governing body, leaders, for decades, have identified scientific education as a top national priority and remain unmistakably at odds with teachers and scientists. It is odd to pay odd, even say scientific research or teaching for kind. Some striving to increase income for college teachers not only does not solve the problem fundamentally, but also creates the risk of disturbance and injustice in an orderly and equitable environment. Without settling on this paradox of salary / income, which allows it to spontaneously govern college life, it is considered as an indefinite restriction on the luxury goal of advancing to world class in the year of the year in a few years, next decade

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