

Taking Advantage Of Training Method By Credit System To Develop Professional Skills And Soft Skills For Students At University

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Abstract: Training under the credit system at universities currently has many advantages and favorable conditions for lecturers and students to integrate to both learn knowledge and practice necessary skills for the job after students graduate. On the basis of theoretical research and overview of the current situation of soft skills needed for students in training programs at universities today, the research has proposed solutions to develop professional skills and professional skills software for university students in terms of training under the credit system, including topics on output standards, conditions to ensure skills development for students in training under the credit system such as advanced effectiveness of academic advising for students, building flexible training programs for students to have more choices, innovating teaching methods of lecturers in accordance with credit training methods, facilities to serve students. teaching and learning services under the credit system.

Keywords: University, credit system, professional skills, soft skills, students.

INTRODUCTION

On July 24, 2021, the Prime Minister issued Decision 1331/QĐ-TTg on the Strategy for Vietnam's youth development in the 2021-2030 period. Accordingly, the second objective of the strategy clearly states: Education, improving knowledge and skills; create conditions for young people to have equal opportunities in learning, research and innovation. Specifically, every year, 100% of young people are students and students are educated in politics, ideology, morality and style life knowledge, law, life skills and soft skills (Government of Vietnam, 2011). To accomplish the above goals well, higher education institutions need to adjust their training goals towards equipping them with solid professional knowledge, and at the same time

focusing on equipping soft skills for students. Currently, many Vietnamese students study very well in university subjects, but when they go to work, they face many difficulties. Out of hundreds of students, only a few meet the requirements of employers. The above situation is due to many reasons, one of which is the lack of necessary skills and professional knowledge by students such as communication skills, leadership, teamwork, time management skills, through crisis, creative thinking, innovation. That fact shows that the education of life skills for students is very important and should be invested by schools to improve the shortage and feebleness. Soft skills of current trainees ensures synchronous quality throughout the training process, providing high-quality human resources for society. In particular, in the current trend of

credit-based training in Vietnamese universities, taking advantage of the advantages and very favorable conditions from the credit-based training method to transform the credit training method becomes a lever to promote the training process, form and develop the necessary professional and soft skills for students right in the training process at the university.

Research theory

Occupational skills are skills necessary to complete job tasks in terms of individual narrow limits, this skill in each profession is very different.

Soft skills are psycho-social abilities that help people to behave, behave, and deal with problems arising at work; Soft skills are a means to interact between people and people, people with organizations, as a basis for people to most effectively promote their professional capacity in all circumstances.

Professional skills and soft skills are closely related, interacting and promoting each other's development. Students' practice of career skills is also an essential foundation to form and develop the necessary soft skills that affect the professional development of professional skills and knowledge that have been trained at the University.

In 2007, the Ministry of Education and Training of Vietnam promulgated the "Regulations on training of full-time universities and colleges under the credit system". The credit-based training method is one of the practical tools, empowering learners to democratically decide the most appropriate route to promote independence, creativity and autonomy for students to achieve their goals students have the conditions to acquire knowledge and practice skills in parallel during the training process at the university. The independence and autonomy of students in training under the credit system is reflected in each lesson, each subject, but also must be present through planning their study plan: students must know what they are doing

and will do to be able to actively determine their own learning and research direction during the training process, this is an important condition for students to practice and develop skills themselves. It is an indispensable condition to carry out personalized pedagogy in the current era when converting to credit-based training in Vietnam. It is the credit-based training method that will create better conditions in terms of space and time for students to train themselves in vocational skills and soft skills.

Integrated learning in the credit system training method at universities is one of the outstanding advantages. Integrated learning allows students to use dual time to both learn knowledge and practice skills. But in order to be able to use the dual use of study time, it is important to acquire new teaching and learning methods, how to make the best use of the time without aggravating the program. New theories are inherently dense in content. In the process of training, schools must create learning opportunities that, through diverse activities, stimulate students to explore, apply, analyze and evaluate ideas rather than communicating information. One-way and most importantly, the faculty creates all conditions for students to both learn theory in class and practice skills at workshops, laboratories or businesses.

Results and Discussions

Current situation of equipping students with professional skills and soft skills in training programs at universities

In order to have a practical basis for students' vocational skills and knowledge, we have conducted a random sampling of 200 samples including: managers, lecturers of universities in the Mekong Delta region, enterprise, alumni, students studying at the school. Through the survey results, we see that all the necessary skills for students of the schools are still limited. It is worth noting that the surveyed students all focus on students who are studying in the 2nd and 3rd years, but according to the assessment of most teachers and students themselves, they still

have limited professional skills and the soft skills necessary for the profession. There are many skills almost all students are limited, such as: skills of creative and adventurous thinking have 58.0% weak, conflict resolution skills have up to 34.5% weak. On average, up to 32.5% of students have an average level of soft skills or below.

About the current state of soft skills of graduates: through a survey of most companies and enterprises, the general opinion is that: some current graduates still lack professional skills in professional activities and soft skills to perform assigned work tasks. It is because of the lack of professional skills and soft skills that when they graduate, although they have very high academic scores, they still do not pass the "net" of employers. Many entrepreneurs complain that, when recruiting employees, they continue to have to train more skills for new employees. Most employers agree that graduates are well equipped with specialized knowledge. However, they still do not meet the needs of employers due to the lack of professional skills and soft skills. Many students do not realize their role and position in work, they do not have the skills to build a personal image, so they do not promote their full capacity to become successful people.

Currently, most schools organize life skills education for students in the following ways: Organizing life skills clubs at universities and colleges, including a number of activities such as: Forum youth; seminars - direct counseling of employers with students about to graduate; organize social activities, mass activities (Youth Union, Vietnam Student Union...). The integration of soft skills education in subjects has not been widely deployed. Many employers believe that the responsibility of soft skills training is first and foremost the school's. However, at present, students mainly accumulate soft skills in extracurricular programs and volunteer activities. Although all schools have soft skills output standards, it is difficult or inefficient to include that content in the main program because the time is too short. However,

taking soft skills courses is not easy for students. Besides time, tuition is a major obstacle.

While soft skills training or creating conditions for students to practice professional skills, soft skills at universities around the world is very focused, some universities in Vietnam have not focused on doing well. In this regard, some universities organize extracurricular sessions, the school invites speakers to briefly disseminate knowledge about vocational skills and soft skills to students. Such lessons only meet the very small needs of students, while the content of this subject is still very new to them. It shows that, when changing educational methods, Vietnamese students can better promote their strengths of thinking, creativity and dynamism.

Currently, bringing soft skills into mass training for students is still facing many difficulties due to limited facilities and high tuition fees. The application of innovative teaching methods to help students actively learn and equip themselves with professional skills, soft skills and soft skills education in universities is still limited, focusing mainly through programs, international cooperation projects should only be implemented in a certain time, the sustainability is not high.

Through the study of the situation, the results show that up to 32.5% of students are still not fully aware of the favorable conditions created by the credit system training method for students to practice and develop their skills professional skills and soft skills right during the training period at the university. This is the reason why students have not taken advantage of the favorable conditions from the credit system training method, which has created great opportunities to form and develop necessary skills for their careers students after graduation. Through practical surveys, it is shown that in the current conditions at universities, students take advantage of favorable conditions from credit training methods, self-training career skills and soft skills for themselves is the solution most effectively, turning the process of learning -

training into a process of self-study-self-training to form skills right during college.

Some solutions to develop professional skills and soft skills for students in the condition of training under the credit system at universities

Determine the skill output standards, organize the assessment of vocational skills and soft skills that students need to achieve in the training program

Schools, when developing output standards for each training program, must detail the requirements for professional skills and soft skills for students; It is necessary to actively develop and supplement soft skills subjects and integrated soft skills solutions in accordance with the output standards and training objectives of the industry. Combined with the completion of the training program in accordance with the credit-based training method. Review training programs, specific subjects to implement training programs according to the output standards at each school.

Based on the output standards of each training discipline, develop subjects and course outlines for soft skills to be added to the training program to suit the output standards and training objectives of the program. Check and review course outlines to meet the requirements of skills training for students through professional teaching. Promulgating documents guiding the organization and implementation of soft skills training through specialized subjects and thoroughly organizing to each staff and lecturer participating in the training, widely informing students to know and implement. The subject soft skills is a conditional subject, the results of the course assessment are not included in the semester average and the cumulative GPA, but are a condition for consideration of graduation. On that basis, schools need to concretize in more detail the requirements and orientation of vocational skills and soft skills in accordance with the output standards of each training

program in order to improve the training quality and meet the needs of the students society.

Vocational skills of students are specifically developed by specialized faculties for each training program. For the assessment of vocational skills, universities need to specifically assign a unit responsible for the assessment of students' vocational skills, ensuring that the output standards defined in the program are met train. The unit organizing the assessment of vocational skills for students must directly plan the organization of the test and assessment of vocational skills to the relevant units and classes of students participating in the test. Coordinate with specialized faculties to organize the selection of appropriate test and assessment topics. Make an estimate of materials for testing and evaluating vocational practice skills according to the selected topics. Make a list of students participating in the examination and assessment of vocational practice skills and submit them to the Principal for approval. Proposing the establishment of an Examination and Evaluation Council to submit to the Rector for approval. Coordinating with units in the school to propose the composition of the Jury Subcommittee, the Supervision Subcommittee, and the Technical Support Subcommittee to submit to the Rector for approval. Coordinating with specialized faculties to organize practice for students who register for the test; Prepare practice rooms; Prepare equipment, materials and tools as required; Prepare stationery for inspection and evaluation. Drafting decisions related to the process of examination and assessment: decision to approve the list of candidates participating in the test, assessment, decision to establish the Examination Council, assessment of vocational skills for students.

Develop essential professional and soft skills for students in the credit-based training system at universities

Through practical research, we find that training students according to the credit system has created very good conditions for students to

practice and master a number of necessary professional and soft skills as follows:

- Job skill

The credit-based training system at universities is now creating very favorable conditions for students to actively practice their careers in workshops, laboratories and enterprises. Vocational skills are formed by practicing in the course of practice and vocational training of students. Students' practical ability in the career field will be more active when students are trained according to the credit system, credit training is considered as a fundamental solution to promote the development of students' professional skills. Teachers due to the characteristics of the training method under the credit system are concerned with the conditions of learners: the concept of education for the collective (the whole class has the same content) gives way to individualized pedagogy (*pédagogie personnalisée*), where learners are created many suitable conditions for development; The credit-based training method also pays attention to the needs and interests of learners: learners have more and more choices during their training: not only do they have the right to choose a career, but they also have the right to design training, practice, and vocational training routes according to their own training content as well as the right to participate in building and accumulating knowledge according to the specific conditions of each student. Training according to the credit system at universities today has the outstanding advantage of developing training regulations to meet students' study time, graduation regulations based on the number of credits that students receive. They accumulate, not limit themselves to a rigid time frame and so students have many conditions, actively seek and arrange their own time to practice and practice professional skills right in the process trained at the university.

The method of training students according to the credit system also creates very favorable conditions to promote the self-training process and form the soft skills necessary for students'

employment after graduating from university. The following are some methods of forming and developing soft skills for students through integrated learning in the conditions of training under the credit system at current universities, specifically as follows:

- Learning to learn skills

The amount of knowledge that students have to absorb every day in the university lecture hall is very large, if students are not able to find research materials on their own, they will not meet the requirements and learning tasks. Especially for the credit training method, the study of documents is even more important and necessary for students because the teaching time in class is shortened and the students' self-study time is increased. Before that requirement, each student will gradually form self-searching skills and use self-study materials to best serve the requirements of the subject on the basis of the teacher's orientation. Due to the small amount of time in class, the teacher will actively work on the lecture with highly integrated content, methods and requirements, requiring students to be active in listening to lectures and taking notes on class. In this condition, listening to lectures and taking notes will completely change compared to the traditional way of teaching before. In order to absorb knowledge well, students must know how to coordinate many activities together to participate in the cognitive process such as: experiential capital, memory ability, analytical ability, synthesis ability combined with selective recording filter.

- Planning and organizing skills

Plans are activities that are arranged according to a specific schedule, with a time limit, with specific goals to be performed and resources and feasible measures established for the implementation process. In the mode of credit training, the school will not fix the entire specific timetable for each class, but only develop a teaching plan and arrange teachers for the modules in a certain period of time. With this feature, students have to arrange their own

study plans and organize the implementation according to the built plan. Thus, students will not be passively involved in the school's available training plan for their class or major, but fully actively arrange their own course registration plan. This has trained students to plan and organize the implementation of the plan while still studying at school.

- Time management skills

Time management is to control the time budget for all activities, which is the arrangement of work and other activities for optimal and effective use of time. Planning and implementing the study plan as well as all other activities in the school by themselves also means that they are directing students to practice their own time management skills. In the training method according to the credit system, students must actively register for subjects and actively plan their own learning, because of such training methods, it is imperative that students actively allocate their time to carry out study plans and many other activities. That is a very important condition for students to know how to manage and use their time effectively. In addition, the majority of students have to live far from home and be independent, so students have to get used to planning their work and allocating time to study and do other activities.

- Teamwork skills

Due to the peculiarity of the training method under the credit system, students have a lot of time for self-study. Therefore, students have to invest a lot of time in self-study activities outside of class time. In order to effectively use the time outside of class time, the organization of group study is considered the most effective. The group learning method will promote collaboration skills and self-responsibility for each individual, students learn together and apply their knowledge and experiences to solve a set of requirements and tasks. It is this process of organizing learning that both promotes individual positivity and increases collaboration and teamwork skills.

- Presentation skills

Presentation is a method to convey your ideas, content and desires to others. In the credit training method, teachers often organize classes in the form of group work and ask group representatives to present the problems that the results of group work have found. The class is organized in this form, which also means that it is creating conditions for students to confidently stand in front of the class and use their own language to present a problem.

All the skills mentioned above are not only acquired in theory but also have to be practiced regularly. To do that, creating a learning environment for students to practice on their own is essential. The organization of management and training according to the credit system is creating a favorable environment for students to equip themselves with the necessary skills.

Necessary conditions to promote the development of students' professional skills and soft skills in the mode of training under the credit system at universities

The training method under the credit system is increasingly effective in developing professional skills and knowledge for students, while the organization, management and implementation of training under the credit system at colleges, Universities need to focus on addressing the following issues:

First of all, improve the effectiveness of academic advising for students

Academic curriculum plays an important role in training under the credit system through consulting, assisting, monitoring and orienting students in developing study programs and plans. Academic advisors are considered an integral part of and ensure an effective credit system. In order to improve the quality of academic work, school administrators need to focus on doing well on the following issues: Establishment of the School-level Collaborative

Culture Council, with close guidance from the school's leaders; Training for the civil servants to grasp the necessary skills in the process of doing the curriculum work; Allocate and reasonably arrange cadres to do administrative work; Commendation of academics who have the spirit, responsibility and complete the work well. Besides, it is necessary to strictly discipline students who are irresponsible, causing difficulties for students; For the academic institutions, first of all, it is necessary to have a high sense of responsibility, grasp the psychological principles in counseling, and arrange a reasonable time to enhance meetings and contact with students to understand learn more about the circumstances and conditions of each student, as well as their thoughts and aspirations, from which to have the right counseling directions for students.

Second, build a flexible training program so that students have more choices

The training program can be flexible, there are many options for students, and it is easy for students to change majors or study two programs at the same time. The program is designed to include a system of courses that is larger than the number of courses or the number of credits required; Therefore, students can choose the subjects that are suitable for them. The flexible training program will create more favorable conditions for students to arrange their study plans and allocate time for the modules. Thus, a flexible training program is first of all to help students make their own study plans and thereby help students practice effective study planning and time management skills to carry out their studies learning plans.

Third, innovating teachers' teaching methods in line with credit training methods

The teacher's class time in the credit training mode is mainly to introduce documents, guide self-study methods, answer questions, etc. To perform well the teaching task according to the training method according to the credit system. Teachers need to do a few things well: Teachers

implement optimal teaching processes that have been planned in the design stage. This implementation, on the one hand, is both compliant, ensuring that the process of organizing the teaching and learning process in the classroom becomes calculated, proactive, clearly oriented, and controlled so that teaching and learning activities can be controlled learning activities; Teachers regularly guide students on how and how to conduct learning and research activities so that students can study and research on their own; Teachers organize quality learning activities of students and have ways and measures to monitor the quality of participation in learning and research activities of all students in the learning process; Teachers effectively use psychological skills; Communication skills in the learning process to lead, motivate, think, encourage and attract students to participate in class, attach importance to organization Organize cooperative teaching forms, in which group activities are considered as a multi-purpose teaching environment: both teaching knowledge (learning to know), and forging necessary skills for students such as: and self-study, teamwork skills, listening skills, presentation skills.

Fourth, invest in perfecting facilities for teaching and learning according to the credit system

Facilities for credit-based training need to be modern, especially the library system, large classrooms, projector projectors...

Regarding information technology: the network system needs to be upgraded to meet the needs of teaching and learning, registering for credit courses, and improving the quality of transmission lines; how to manage access content; time of day use.

Compiling a system of textbooks for training according to the credit system (in which priority is given to the electronic curriculum system). It is necessary to clearly define the goals and content of knowledge for each part, each chapter, each lesson, balance theory and practice, and create conditions for the use of

active teaching methods so that students can practice self-study skills.

Conclusion

In the mode of training under the credit system at universities, it is very necessary to take full advantage of the process of organizing training under the credit system in order to equip more professional skills and soft skills to help people develop their skills. Students effectively promote professional knowledge and develop personal potential, better respond, adapt faster to real situations, quickly respond to the high demands of society, especially in the context of society. international integration is getting deeper and wider nowadays. Universities need to create an environment to develop professional skills and soft skills so that students can maximize their learning, scientific research and career capacities; contribute to the process of improving the quality of human resource training. The outstanding advantage of the credit system training method is that students have many favorable conditions for self-training in professional and soft skills along with specialized knowledge during the training process. This is also the goal of competency-based training in universities today. Students must perceive and act, making the most of opportunities to practice, form and develop the skills necessary for their careers. In order to improve the quality of human resource training in universities today, universities need to pay more attention to investing in activities to promote more effectively the process of forming and developing professional skills and soft skills for students by many synchronous solutions as mentioned above. This work is also one of the equally important bases for schools to affirm the quality of training to the society; that is to train a workforce with both professional competence and professional skills to meet the increasingly strict requirements of using labor resources at the present time and in the future.

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