

SCIENTIFIC RESEARCH BY LECTURERS IN UNVERSITIES AROUND THE WORLD

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Summary: Scientific research is not only one of the major tasks of universities in Vietnam but also the important task of each lecturer in modern society. Scientific research works directly to the process of improving their qualifications and professional capacity and directly improving training quality. Therefore, to ensure the quality, scientific research in universities should be systematic with consistent regulations. From there we have the basis for management and assessment of scientific research activities, specifying the norms of work under the state's regulations on lecturers.

Keywords: scientific research, university, faculty

I. The concept of scientific research

According to the Law of science and technology, science is the knowledge system of phenomena, things, laws of nature, society and thinking. So, it is possible to see scientific research as the process of applying ideas, principles, and scientific methods to find new knowledge to describe, explain or predict the facts, phenomena in the objective world. Scientific research is the process of recognizing the discovery of nature's natural properties, phenomena in the objective world to develop scientific awareness about the world. It is an intellectual activity that improves reality and is a human activity to expand knowledge through scientific research methods. Scientific researchers must aim to develop new knowledge or contribute additional knowledge to human knowledge treasures. People who want to study scientific research must have a certain knowledge of the field of research and the main thing is to train self-reliance, methodically from their learning period. In short, scientific research is a special human activity. It has purposes, plans, organized by a team of scientists. It is a process of learning, discovering new information, processing old information for storage and using that information for serving other purposes. The nature of scientific research is the creative activities of scientists to perceive the world, create a valuable knowledge system to use and improve the world.

In universities nowadays, lecturers must perform two tasks: impart knowledge and scientific research. These two tasks have mutual relations and have to be carried out as one of their main missions. Not only do the lecturers participate in scientific research, but all probationers, the young officials of the departments, are encouraged to participate. In scientific research, universities have focused especially on the feasibility of the application of scientific research works to school training and retraining work. Scientific research is considered as an important task to improve the quality of training, raising and prestige of the school to the society. Annually, universities have policies and conditions for lecturers and public employees to study scientific and technological initiatives in various forms such as scientific research topics, research topics and other magazines s. Writing for the universities, organizing special-topic activities according to the current context... For science and technology to meet the development needs of society, the people working on scientific research, especially the lecturers in the universities, must be the core force in the study and the application of such research. Thus, scientific research is an indispensable task of each lecturer, especially with 'every training facility is a research institute'. Today, under the direct and powerful impacts of science - technology has fundamentally changed social life. In education - that change also requires the lectures to be dynamic, creative and adaptable to rapid changes across all aspects of modern

life. These fundamental changes will affect positions, roles and functions of lecturers. The lecturers in today's society not only have the task of imparting simple knowledge but also teach learners how to acquire knowledge and solve problems in performing official duties, which is the function of the lecturers: organize and control the teachings in each period of development that fits in with social demands. The frequent changes in knowledge and experience not only require lecturers to regularly learn, them to expand their knowledge and professional competence but also require lecturers to Summarize professional work experience in accordance with his/her field of expertise. Furthermore, the scientific research of lecturers has direct impacts on the improvement of their qualifications and professional competence and directly improves training quality.

II. Limitations on scientific research of lecturers in universities

Despite having encouraging results, scientific research by lecturers in universities also has limitations on time and scientific research capability, which makes lecturers only focus on performing their professional tasks, teaching tasks, not being appropriate to scientific research. Furthermore, the budget for scientific research is low and limited, not enough to compensate for the costs of scientific research. The universities still lack annual scientific research orientations for lecturers. They only encourage lecturers to participate in scientific research in the form of self - registration without directing or assigning lecturers to scientific subjects. The policy of encouraging scientific research for lecturers lacked synchronization and has not yet created scientific research incentives in lecturers. The number of scientific research work by young lecturers is insignificant, some have not even completed the research task yet. Besides, there are no young lecturers register for the work of scientific research or higher level. In terms of contents, a number of projects carried out by lecturers are mainly on theoretical research at a macro-level, less oriented towards the database, practical research to serve practical lectures. Regarding the awareness of scientific research activities, lecturers also carry out countermeasures to the fulfillment of the obligations without important annotations to the research content, therefore the quality of scientific research subjects is not yet high and is not tied to implementation.

These constraints are caused by the number of researchers who are not comprehensive in the role of scientific research. This also means that they are not fully aware of the responsibility of a lecturer. These lecturers often assumed that their main task was to teach and to fully implement the curriculum, ensuring the quality of the lecture as a top priority, neglect on writing for newspapers, for scientific research. In the management of scientific research activities sometimes there is also a sense of respect, leading to lecturers not being fully aware of the need and the right investment for this operation. Many lecturers themselves are not confident in their research activities, research skills and experience. The financial support mechanism for scientific research is insignificant so it has not created the motivations and conditions for these activities. The number of lecturers with master's degrees or higher levels is relatively many, but the scientific research is very few. The school's funds have neither encourage lecturers, nor create scientific research movements, and lectures also have not yet be used to it. They have not yet met the practical conditions through investigation and survey activities at ministries, branches and localities. The infrastructure of the school is not yet meet the requirements to serve the scientific research needs. The library center is newly established therefore reference documents are still scarce, the lecturers must find documents at the national library, the institute of science or contact relevant agencies. This is also a hindrance that researchers don't have time to learn and study science. The annual emulation of the fulfillment of scientific research tasks is not a hard standard to classify individuals and groups. There is no incentive mechanism for those with achievements in scientific research.

A very important part of the funding is spending on scientific labor. This is the reason for some lecturers to think that their investment in costs is not paid adequately. However, funds for scientific research is only one of the aspects affects the quality of scientific research, where the important one is the management mechanism of scientific research in general and at the university in particular. Mechanisms are needed so that people who want to do science can actually do it. On the other hand, the topics that have already been registered, are required to be accepted and completed. Subjective factors come from people doing scientific research and implementing the topic, which have placed more emphasis on financial issues than research tasks, plus objective factors derived from the topic management mechanism. Inflexible science is the inadequacy that makes scientific research formal, counterproductive, heavily copied, and creates many loopholes in the use of funds for scientific research. Due to the lack of scientific research and the lack of practical experience accumulated in the process of doing research, the lectures of the lecturers will be less creative.

III. Solutions for the limitation of scientific research of lecturers in universities today

First, the actual perception of the scientific research activities of university lecturers showed that one of the constraints was the awareness of lecturers in scientific research. There are still lecturers who perform scientific research because of the obligation, they have not yet focused on the contents of research, so the quality of scientific research subjects is not yet high and not fitted with practical practice. Therefore, in order to raise the awareness of lecturers about the roles and responsibilities of scientific research, each lecturer needs to be deeply and fully aware of their tasks in general, the task of scientific research in particular, to give themselves more effort and proper investment for this activity.

Secondly, we will move on to the mechanism of management, organization and implementation of scientific research subjects. Nowadays, the university still implements the "assignment" mechanism for scientific research at the ministerial level. The advantage of assigning advanced academic titles for specific individuals is to create confidence for the manager in the ability, capacity and experience of the person being subject to the matter. However, in practice, some lecturers, officials who have expertise and experience in the field are also desirable to participate. Therefore, the school should have the "bidding" mechanism for ministerial-level scientific research to facilitate all lecturers, employees who are capable of participating in, promoting the department of each lecturer and improving the quality and effectiveness of the topic. Currently, the school's scientific research topics are under the "consideration - approval" mechanism on the basis of each individual's topic registration to create conditions for the lecturers to participate in scientific research, to promote their capabilities and capabilities. This form provides certain effects in research. However, participants in the topic often offer research orientations that are their strengths while there are many necessary problems and bring benefits but are too difficult to implement. As a result, besides reviewing the topics, these topics must have the "bidding" mechanism for individuals, units that are capable of making and facilitate all lecturers in the school to participate in scientific research, promoting the forte, ability and capacity of each lecturer. However, in this form, young lecturers will be less likely to be subject to a scientific research subject. Therefore, in the coming time, there must be orientation and consultation for lecturers on grassroots scientific research topics. Annually, the school shall announce the orientation and plan to conduct research on scientific topics in the year for the lecturers so they have a clear study. For projects, programs and documents requested by this type of scientific research are higher, they must have the ability, capacity and experience, not many lectures are needed, only a few qualified and experienced lecturers are concentrated. Therefore, the school needs to have a plan to arrange experienced lecturers to guide new lecturers participate in the development of the program and document writing to reduce work pressure for assigned people, furthermore, create conditions for other lecturers to access and participate in various types of scientific research in order to learn and improve their capacity and qualifications. The assignment of lecturers with experience in guiding and helping young lecturers to study the project, formulate training programs and materials may be divided into subjects and groups in each specialized field. This program, documents and the guiding team shall decide the quality of training of the school. Therefore, the lecturers in the coming time must focus on improving the quality and regularly renewing programs and documents to suit in practically. For the form of writing journals, writing articles for seminars in the form of scientific research of the school, the form of writing journals, magazines, seminars are attended by most of the lecturers. The journals are not only the supply of information necessary, the forum for the exchange of knowledge, experience in teaching activities, but also effective teaching measures, scientific research skills. Therefore to create conditions for lecturers to participate in scientific research, the school should encourage and facilitate the lecturers in some way such as giving priority to lecturers when posting in the Newsletter of Research and Training, if they publish articles in prestigious specialized journals or international journals, they need to be in a higher tier than those published in the Journal of Science and Technology because reputable journals often have very strict requirements on the quality of articles. Only in this way can we gradually improve the quality of the faculty's journal articles

Third, the organization and management need measures to encourage, promote the scientific research capability of lecturers. Facilitate lecturers to participate in scientific research comes in various forms, the university needs to have a research time mechanism attached to teaching hours for lecturers to be more focused on scientific research without having to worry about the teaching hours. On the other hand, all forms of scientific research must be converted to be included in the performance of new scientific research tasks to ensure that lecturers actively participate in various forms of scientific research. Nowadays the regulations of the university shall be converted only for the implementation of the scientific research subject, the ministry, the journal. To carry out other forms such as programs, writing materials, even participating in other training institutions, they must not be assigned to perform scientific research tasks according to the norms of lecturers. It is therefore not recommended that lecturers participate in scientific research outside the field. In addition, renovating the guidance of scientific research lecturers

is another solution. Next is to implement the method "each university is an institution", if the school does not pay attention to training, they shall not be able to maintain, develop the contingent of lecturers. This depends largely on the guiding lecturers. They ought to have a strategy for building, developing these teachers, needs to be specific with plans for the faculty, department, professional groups, individuals. For lecturers, the best place to study and train pedagogical skills, research capacity is to work with professors, teachers, scientists. Assigning instructors and instruction is a requirement for professors, associate professors, doctors, lecturers, senior lecturers in schools. Lecturers will be guided by scientific research, identifying their strengths and new issues for further research. The training and development of lecturers need practical and effective innovation. Legal regime for lecturers and instructors are needed so that the development of lecturers careers are not only personal but also a general development strategy of the university, must be considered compulsory, the value of the university

Fourth, financially encouraged and also forced a positive lecturer to participate in scientific research. the university leaders need to continue directing and conducting effective financial and rewarding measures to improve the quality of scientific research. One of the solutions approved by many universities in scientific research is to increase funding for scientific subjects according to the selective mechanism; funds to build and develop scientific research collectives, qualified and passionate scientists; ensure working conditions; reward mechanism. The increase in funding for scientific research projects should focus on the topics that are really necessary and will definitely bring efficiency if done well. Only in this way can the lecturers in charge of the topic be encouraged. The university needs to conduct activities to increase the income source of lecturers, develop a funding allocation mechanism focusing on the quality of research topics and research capacity of staff; encouraging organizations to invest and cooperate in scientific research; lecturers are allowed to receive topics or participate in high-budget research projects. Reward individuals with achievements in research and teaching; discover and encourage lecturers with scientific research ability to participate in topics inside and outside the university, help with funding, create opportunities for lecturers to study and research at major universities, prestigious research institutions at home and abroad.

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