

## Affecting Factors and Solutions for Innovating Management of Soft Skill Training for Students in Vietnam Today

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**ABSTRACT:** Educating Vietnamese people to develop comprehensively and bring out the best potential and creativeability of each individual; love family, love country, love compatriots; live well and work productively. Building anopen, practical education, good teaching, good learning, good management; having a reasonable educational structureand method, associated with building a learning society”. This is the orientation for Vietnam’s education to develop inthe coming time, and at the same time is a premise for educational institutions, especially higher education, to developtraining programs, fostering, action plans, etc. and sustainable development strategy for themselves in the context ofglobalization and international integration.

**Keywords:** skill; solution; training; student, Vietnam

### I. INTRODUCTION

In higher education, with the current context of globalization and international integration, equipping students with soft skills (soft skills) has become very important and necessary. The impact of many information flows, many cultural flows has affected the awareness, attitude and behavior of young people. For students of pedagogical schools, soft skills play an even more important role stemming from the professional characteristics of the sector. The output of students in pedagogical schools is mainly related to teaching - a field that requires ingenuity, flexibility, flexibility, skills in interaction, communication, and problem solving. To meet this goal, pedagogical schools need to attach importance to the education of soft skills for students in the training process. Because soft skills is not determined by the personality of the individual, but is formed, developed and increasingly perfected through the process of learning and training.

### II. FACTORSAFFECTING THE MANAGEMENT OF SOFT SKILL TRAINING FOR STUDENTS OF PEDAGOGICAL SCHOOL IN VIETNAM

#### 1. Context of international integration in education and training

Globalization and international integration, the development of science and technology, the development of the market economy are the inevitable trending characteristics of the times. These characteristics have a profound influence on all social activities, including education; but the core issue is international integration in education. Education in general and higher education in particular must pay special attention to improving the quality of human resources to meet the new requirements of the socio-economic development context. In which, soft skill training is an important and necessary requirement to build a comprehensive human resource in terms of quality and capacity. Pedagogical schools train teachers - a high-quality human resource of the society. Training activities at these schools must be pioneers in educational innovation, integrating diverse educational contents.

When assessing the capacity of employees, employers often base themselves on criteria related to knowledge, skills and attitudes towards the job. With such a speed of scientific and technical development, the soft skills training helps students after graduation to continue to self-study, self-train, self-practice professional skills and implement the philosophy of “Lifelong learning”, “learning to live together”, “learning to work” are extremely important. It helps them to regularly update the changes of science and technology, helping them to have enough skills to handle all situations that occur in the process of daily work. Being equipped with soft

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skills in the learning environment, students will actively and actively participate in social activities, know how to professionally and creatively organize extracurricular activities, improve academic performance, know how to establish friendly relationships with all subjects, have more career opportunities and be sure to solve any problems that arise in life more effectively.

## **2. Policies of the Party and laws of the State on education**

The Party's line and the State's law on education and training are the legal basis for implementing educational activities in schools and educational institutions. These are also orientations for determining goals, building programs, choosing appropriate soft skill training content and methods. The system of educational and training documents and institutions that are increasingly complete, close and suitable to reality will be a favorable condition for educational institutions to manage the soft skill training. On the other hand, the requirements mentioned in the documents will be both a motivation and a mandatory element for schools, administrators, lecturers and students.

## **3. Perceptions, needs, attitudes, motivations for learning and training of students**

This is an extremely important factor, having a decisive influence on the quality of soft skill training. Because students are the subject of learning activities. If students have the right awareness of the role and importance of educational activities, soft skills training will be favorable conditions for managers, lecturers and other subjects in the process of organizing, managing educational activities, developing soft skills and vice versa. Therefore, schools must focus on doing well cognitive work, for students to determine the role of soft skills for them to understand the basics of soft skills.

After being trained in soft skills, students will have more positive changes in attitude, outlook on life, study and communication style. Acquiring soft skills knowledge is not more difficult than in other subjects, but in order to apply it in practice, to be able to confidently, flexibly, and skillfully deal with situations in life and work, it is quite difficult. Students must know how to flexibly apply in each situation and certain circumstances. Along with that, it is the fear of students leading to obstacles in communication, learning as well as self-affirmation. Soft skills cannot be obtained if students only attend training courses on soft skills but must undergo a training process that is applied regularly to firmly form soft skills. The ability to self-educate has a great influence and has a direct impact on the self-training process in order to form the self-learning skills of students.

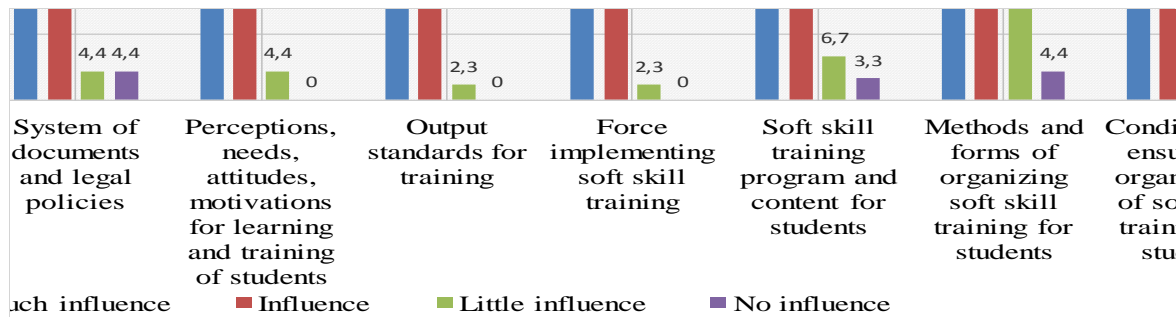
## **4. Output standards for training**

The training output standard is a very important factor affecting the educational activities of soft skills for students. For higher education, the quality of training according to the output standards is the commitment of the institutions to the society about the capacity of learners after graduation, and it is also the criteria to strive for and achieve of schools and students. Therefore, the output standards have a particularly important influence on the whole process of management, organizing all training activities at universities in general, and educational activities for students in particular. The requirements in the output standards are associated with knowledge, skills, attitudes, etc., so that students can do well in practice. Training institutions base on the requirements of the output standards to orient, integrate, integrate and design soft skill training for students. This is also a requirement and a motivation for students to strive for output standards.

For pedagogical students – the profession requires students to have soft skills to perform well in practice. If students do not acquire soft skills, it will be difficult to do well in this profession. The output standards of pedagogical students require the continuous application of soft skills. Therefore, this is a factor that greatly affects the education of soft skills for students, both the school side and the student side.

In addition, factors such as: The force to carry out the activities of education and training in the field of science and technology; soft skill training program and content for (students' communication skills - behavior: Presentation skills; Problem solving skills; Team working skills; Learning and self-study skills; Personal development skills and career; Job interview skills; Resume writing skills when applying for jobs; Job planning and management skills; Decision making skills; Positive and creative thinking skills; Skills to run effective meetings); facilities in the activities of teaching soft skills for students, etc.

### **III. SOLUTIONS FOR INNOVATING MANAGEMENT OF SOFT SKILL TRAINING FOR STUDENTS**



On the basis of analyzing the influencing factors (charts) on the management of soft skill training for students, the author makes some basic suggestions as follows:

*Firstly, integrate the soft skills output standard into the training program for students*

School leaders need to clearly define soft skills as the goal that students need to have after graduation in addition to professional skills, thereby integrating soft skills output standards into students' training programs. On the basis of the defined output standards, it is necessary to develop appropriate and practical programs and contents to organize training and fostering of soft skills for students right in each module; consider adding the soft skills module to the training program so that students have the conditions to develop skills in a specific and clear way; enhance practical activities and experiences in the training process. The way to take action is as follows:

- + Schools need to organize for the faculties to complete the output standards of training programs, including integrating the output standards on soft skills.

- + Compare the current training program with the newly defined output standards; thereby adding the necessary courses or adjusting and supplementing the content of the existing courses to meet the new output standards.

- + Compile training programs, detailed outlines of modules, including soft skills module.

*Secondly, raise awareness of staff, lecturers and students about the importance of soft skills for students.*

In order for the development of soft skills for students to be highly effective, schools need to raise the awareness of staff, lecturers and students about the importance of soft skills because awareness is always the first stage of a process of social activities and has great significance. Only when having the right perception can they take the right action, so raising awareness and sense of responsibility for officials, lecturers and students about the role of soft skills for students is an important factor that has a great influence on the quality of education in general and the effectiveness of developing skills for students in schools in particular. This measure helps staff and lecturers to be properly aware of the importance of developing soft skills, giving lecturers a positive spirit of support and serious implementation when developing soft skills for students. Raising awareness of students will help students have the motivation to study and develop skills. The way to take action is as follows:

- + Organize seminars and exchanges for representatives of recruitment agencies, lecturers to talk about the importance of soft skills for students, from which students have a sense of self-study, self-improvement of knowledge and skills.

- + Organize propaganda and training for lecturers about the importance, goals and contents of soft skills.

- + Regularly organize for staff, lecturers and students to study, research and thoroughly grasp the Directives, Resolutions and guidelines of the Party on the development of education and training; guiding documents of the State on the construction and development of high human resources.

*Thirdly, renovate the organization to implement soft skill training for students*

At present, there is almost no official textbook on developing skills for vocational school students from the Ministry of Education and Training. The most common way applied by schools is still integrating soft skill training for students into the subjects of the program. Each school has different integration methods. Developing soft skills has also been integrated into other forms of extracurricular activities, but in general, the organizational form is still poor, monotonous, and has not yet attracted students to participate, so there is a need for a positive innovation. Developing soft skills needs to be carried out systematically and regularly in schools, so improving the organizational form in order to promote the initiative, positivity and creativity of students, helping students to have the ability independent and self-directed in the learning process. It is possible to diversify forms of developing skills for students through the following activities:

- + Establish clubs, organize seminars, forums, contests as part of the plan to organize educational activities outside of class time. Through these activities, students have the opportunity to express and assert

themselves, practice skills such as communication and behavior skills, teamwork skills, problem solving skills, creativity, etc.

+ Innovate the integration of knowledge development in the subjects: organizing professional activities to select appropriate lessons that can integrate the development of new skills, agreeing specifically on activities that need to be integrated in the lesson, teaching and selecting information, knowledge and skills needed for students to perform practical activities in learning situations and daily life; focusing on applying active teaching methods to enhance students' initiative in the process of studying lessons, and at the same time, maximally developing the skills associated with the lesson content.

+ Innovate activities of testing and monitoring the implementation of developing skills for students: assessing the results should focus on such contents as sticking to the output standards of developing knowledge skills for each topic, each grade level, closely following the goals of each specific activity, evaluating the results of each specific activity content, the students' proficiency in applying the skills to the appropriate conditions, circumstances, behavior change, progress compared to the individual student himself.

*Fourthly, supplement resources for soft skills development activities for students*

Facilities and teaching equipment belonging to the media system of the teaching process are necessary conditions, the basis for realizing the goal of renovating the curriculum, and are also an important and necessary condition for innovating the teaching methods. Therefore, it is necessary to strengthen the construction of material foundations and teaching equipment to develop new skills for students: building a list of the minimum facilities necessary for effective development of new skills; developing annual financial plans; well implementing the socialization of education, mobilizing forces and sponsors to support funding and means for the operation; developing internal rules and regulations on the use and maintenance of equipment; and organizing training for staff and lecturers on how to use and maintain existing modern machinery and equipment.

#### IV. CONCLUSION

Soft skills have a particularly important role for each person. In order to meet the requirements of high-quality human resources in the process of international integration, education and training institutions need to focus on training human resources who are not only strong in professional knowledge but also have the ability to work independently in a professional manner, helping students acquire the qualities, abilities, qualifications and basic skills of trained workers. On the basis of analyzing the factors affecting soft skill training for students of pedagogical schools, the author believes that, in order to educate soft skills for students, schools need to use synchronous solutions to influence the above factors to achieve the best effect.

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