Identifying the contradictions between teaching and learning processes with output standard requirements on some universities in Vietnam on the current

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ABSTRACT

Regulations on output standards for graduates of majors and specialized regular full-time university-level training at universities is the system of criteria and regulations for students (both qualitative and quantitative) which universities construction, aiming to train human resources with university degrees in each industry, specialized to meet social needs. In order to meet these requirements, many universities are now actively innovating methods, applying various forms of teaching and learning to equip students with the knowledge and necessary skills, immediately meet the requirements of the job after graduation. However, reality, it is not always and were between the teaching and learning process with the expectation of the school achieving compatibility, meeting the announced output standards. On the basis of surveying the teaching and learning process at some universities in Vietnam, get feedback with employers, compare with the standard output requirements that universities have publicly announced on the mass media, the authors point out the fundamental contradictions, thereby proposing solutions to help the teaching and learning process comes in more substantially, meet the output standards announced by universities, more important is to meet the increasingly demanding requirements of the labor market.

Keywords— Contradiction, Standard of output, Process, Teaching and learning, Vietnam

1. INTRODUCTION

According to Circular No. 04/2016/TT-BGDĐT dated March 14, 2016 of the Ministry of Education and Training and guidance No. 1075/KTĐBCL-KĐĐH dated August 28, 2016, of the Department of Testing & Quality Assurance of Education, requires the output standards of the training majors: to meet the requirements of the ability to achieve upon graduation in knowledge, skills, attitudes, specifically:

(a) Knowledge requirements: professional knowledge, career capacity.

(b) Skills requirements:
- Hard skills: Professional skills, career practice capacity, situation handling skills, problem-solving skills;
- Soft skills: Communication skills, teamwork, ability to use foreign languages, informatics.

(c) Attitude requirements:
- Ethical qualities, professional consciousness, civic responsibility;
- Ethical qualities, professional consciousness, civic responsibility;
- Ability to update knowledge and creativity at work.

(d) Working position of learners after graduation;

(e) Ability to study and improve qualifications after graduation;

Definition of output standards for university education programs is defined in Clause 8 Article 2, Regulations on accreditation of university education institutions issued together with Circular No. 12/2017 /TT-BGDĐT Regulations on quality verification of university education institutions are issued by the Minister of Education and Training. Whereby: Expected Learning Outcome is the minimum requirement for knowledge and skills, degree of autonomy and personal responsibility that learners achieve after completing the training program, are committed by the educational institution to the learners, society and public announcement with conditions to ensure implementation. Before each training course, the Universities set the output standards for university education programs and announced to students. The output standards for higher education programs in each major are different. Because each major will have its own knowledge and skills. After the training process, learners will achieve the standards of knowledge and skills that the majors require.

At present, the universities have obtained the quality verification certificate of the Ministry of Education and Training and have published the output standards on mass media. According to the standard output requirements for graduates students, requires each university in addition to equipping the students with basic professional knowledge, they must also equip many soft skills necessary for students to quickly integrate into the professional life, and new social relationships, from which there is a serious attitude to learning, work and life.

2. SCOPE OF STUDY
This study focuses on analyzing incompatibilities between the requirement of accrediting the output standard for the Ministry of Education and Training's universities such as knowledge, skills and attitudes of students will be achieved when graduating from universities with current training in universities of Vietnam today.

3. RESEARCH METHODS
(a) Survey method by questionnaire (for students, alumni, lecturers, employers);
(b) The total number of votes collected and settled is 1,000 votes;
(c) Direct interviews with students, lecturers, educational managers and employers;
(d) Participating in lecturers' hours;
(e) Researching documents of the State of Vietnam and related documents.

4. OBJECTIVES OF STUDY
(a) Understand the standard output requirements for higher education according to the quality accreditation of the Ministry of Education and Training of Vietnam.
(b) Identify inadequacies and weaknesses in university education in Vietnam today.
(c) Identify incompatible points between the output standard requirements according to the requirement of accrediting higher education quality with the actual training in universities in Vietnam today.
(d) Proposing and proposing solutions for Vietnamese higher education to achieve the set expectations and objectives.

5. RESEARCH CONTENT
5.1 The reality and the need to implement the output standard of university education in Vietnam
Output standards of training, retraining or education programs are specific requirements for knowledge, skills and attitudes that learners need to achieve after the course. In other words, this is specification of the targets of education and training. Therefore, if the output standard is not clearly defined, it will make the training and retraining process deviate, imbalance and far from the school's program objectives and mission, imbalance and far from goals program and mission of the school. A set of subjects (in a narrow sense, it's a training program) is selected, exam method, test, the assessment will show the corresponding output standard. Training programs should only be developed (branches and majors) when there are corresponding output standards. From the determined, construction of output standards all based on the needs of society, training institutions must consider human resource factors (teaching staff, training support staff, technical staff ...), financial strength and material resources (financial resources, infrastructure for teaching) in order to achieve the output standards as committed and announced.

According to the university education quality verification, in Vietnam, All training majors in universities, colleges and institutes are required to publish public output standards on the school's website and mass media. This is taken seriously by universities and institutes. However, some universities and institutes in Ho Chi Minh City so far have not implemented.

The Ministry of Education and Training said that in recent years, many universities have not implemented three public on websites. The public content of universities is still limited, most of them only publish documents and administrative procedures. The public content of universities is still limited, most of them only publish documents and administrative procedures. The content of the school's output standards has not clearly defined the training goals, the output standards of many industries in the same school are "similar" to each other; some universities use the wrong regulations address to recruit such as wrong subjects, wrong recruitment areas, some locals authorized the companies, businesses do not have training functions, but stood out to organize recruitment in the name of the local's address, according to local requirements ... causing discontent in public opinion.

In a recent seminar, university leaders were also very much concerned about this output standard. Prof. Dr. Dang Kim Vui, Director of Thai Nguyen University stated: The construction of output standards must have a route, most universities will announce the output standards according to the training program but have not yet built the output standards according to social needs. Because of this, the training program must change, keep up with scientific and technical advances, which is very difficult to perform; Associate Prof. Dr. Dang Van Uy, Hang Hai University Principal (Hai Phong province) stated: Output standards must meet three factors: knowledge, skills and foreign languages, however, currently only foreign language criteria can be assessed (through the TOEIC score), the other two criteria are very vague evaluation. Under the pressure of the Ministry, many universities admitted, announced the output standard just to "have", deal with the Ministry's requirements, but not true.

5.2 Recognizing conflictions in the teaching and learning process with output standards
5.2.1 The difference between training process and market demand: According to the requirements of knowledge output standards which many universities announced: After graduating from the university, students will get the standard of knowledge: Comprehensive knowledge of the major; firmly grasp the trained specialized major knowledge; proactively update new knowledge about major and specialized major. However, in fact, the phenomenon of new graduates does not meet the demand of employers with a high proportion.

Evidence of corporate recruitment practices, Ms. Nguyen Thuy Duong - Deputy General Director of Finance Company Ernst & Young Vietnam said: each year, this enterprise employs nearly 100 people, including the participation of domestic students and international students. The weakness of domestic students compared to international students is weak social knowledge, they are better at theory in books than in practical skills, the ability to create a trust for employers is also not available, while with employers this element is what they most want. "We need employees with comprehensive skills and high adaptability, not an excellent employee who only knows how to put his feet under the table" - Mrs. Dương said. On the other hand, the branded universities such as Foreign Trade University and the University of Economics because they followed the quantity and achievements but forgot the education quality, skills training for students has made employers shift to other universities, typically National University.

Mr. David Priestley - CEO of Rolls-Royce International Ltd Vietnam shared: For Rolls-Royce, the way they recruit staff is through combining with the training school to get students to practice at the company. The apprenticeship process is an important factor that helps businesses find talents and catch them as soon as graduates and know what jobs and positions them will recruit. Meanwhile, training universities in Vietnam do not focus on cooperation with employers, businesses, to train properly and appropriately.

At the Vietnam - UK cooperation seminar in education and vocational skills training taking place in Hanoi on January 17, 2018, Dr. Vu Xuan Hung, Director of the Institute of Occupational Education Science, clearly stated the status of training not associated with enterprises in our country. Survey of enterprises and universities shows that the level of cooperation between the two sides is still low. On the business side, regular cooperation is only 12.3%, the rest is not or sometimes cooperating. Meanwhile, reports from the school side, the rate of cooperation from regular, occasional to zero accounted for 32.8%, 60.3% and 6.9% respectively. The form of cooperation is mainly enterprises receiving and guiding students during the apprenticeship.

Explaining the loose relationship between businesses and training institutions, Mr. Hung said that businesses are not very interested in training, not deeply participation in the design of training programs. The situation unemployed for new graduates is not entirely because of poor quality. In fact, the two sides are deviating from each other in training, the school teaches this but businesses need something else. "School teach A, businesses need B. The school does not know what businesses need because they cannot approach employers, the two sides hardly shake hands."

Most businesses contact universities to recruit students to work, not take part from the beginning, i.e from the training program. Therefore, the employer accepted to recruit and train more. Many businesses recruit straight laborers and train themselves. They choose this option for a variety of reasons, including pay low wages. Some businesses even fired workers after 3-5 years of working because they were not formally trained, unable to adapt to rapid changes in the manufacturing industry.

According to the regulations of the Ministry of Education and Training, annual the businesses must provide information on labor demand to the Ministry combine the school train close demand. This is delivered to each local. But many businesses refuse to respond because our country has no sanctions that force them to comply. Also according to information from the Conference, "The Ministry is looking for ways to engage and there will be policies to require enterprises to participate in the building of training programs".

5.2.2 Required quantity and quality of lecturers: Nowadays, in the condition of globalization and explosion of knowledge in the world, our country's education system is put into a deep crisis. In order to survive and keep up with that development momentum, a comprehensive innovation of education and training, especially university education, is required. In the strategy of reforming education and training in general, there are many things to do and must be conducted synchronously, but developing high-quality teaching staff is a strategy of top concern.
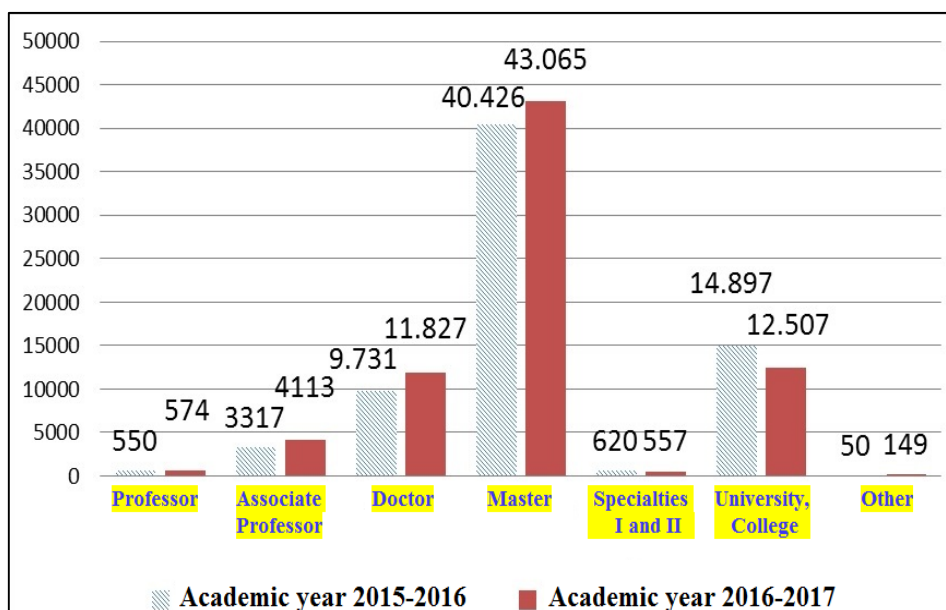

Fig. 1: Number of organic lecturers at universities and colleges

Source: Ministry of Education and Training

According to the Ministry of Education and Training's evaluation, the proportion of lecturers with professors, associate professors and doctor degrees in the whole system is still low, Especially, the percentage of lecturers with a doctorate degree of pedagogical colleges is too low (accounting for about 3.4%). The quality of teaching staff is still a big question when many lecturers do not have research topics, there are no articles published in domestic and foreign scientific journals, the level of a foreign language is still limited.

The number of faculty members of non-public universities is still lacking (15,158 people account for about 20% of the total number of lecturers in the whole country) and at a high age, not enough strong to improve and create confidence in the quality of training of this department in the university education system.

Currently, lecturers are mostly trained in theory and lack of practical experience from enterprises, so they cannot keep up with the movement and development with the vocational-oriented education at the present time. This is not difficult to understand, in terms of limited resources and experience, we cannot simultaneously solve both width and depth, both quantity and quality.

5.2.3 Lecturer's teaching methods and learning methods of students
In the context of Vietnam's deeper and deeper integration with the world and the trend of internationalization has posed more challenges for Vietnam's education in general and higher education in particular in the race, meeting the requirements in the reality.

However, now, in the university education environment of Vietnam, although there are many changes (especially in terms of methods), the change also takes place in a wary way and not yet thorough. In other words, traditional teaching methods are still quite popular and occupy a lot of teaching methods today. The reality of the traditional education method shows that there are many shortcomings:

About the teaching of teachers: the class is passive through the lessons, taking the teachers as the centre, the lecturers focus on the presentation (even only read for students write). In recent years, when application software appeared, there were lecturers who prepared Slide, presented to students to view, speak and analyze very little. There are things teachers do slide-show and lecture like in textbooks and documents.

About student's learning: students just need to record the teacher's teachings passively and mechanically. The teacher's words are considered to be the standard, the truth and very little response or opinion from students.

Practicing this teaching and learning method, teachers are lecturers and "living knowledge storehouses"; students are listeners, remember, take notes and follow.

About the curriculum and assessment of the subject: the subject is arranged in chronological order, requiring assessments from the teachers by score through attendance in class, taking exams, answers questions from lecturers and students … The curriculum is arranged according to molds available and is imposed from the beginning into the classroom. Lecturers teach sequentially according to chapters, periods … The teacher's job is to ask students to do the same job, at the same time, with little interest in the learner's personal interests and hobby.

With teaching, learning and evaluation as many universities are currently being implemented, it is difficult to affirm that graduates can meet standards: knowledge, skills and attitudes.

5.2.4 Need to be equipped with soft skills lacking, weak and incomplete awareness

Table 1: Perception of soft skills in students

S no.	Content	Frequency	Have (%)	Frequency	No (%)	Frequency	Little (%)
1	Is soft skills important?	907	90.7	57	5.7	36	3.6
2	Are you interested in practising soft skills?	637	67.3	257	25,7	70	7.0
3	Do you participate in soft skills classes organized by the school?	797	79.7	113	11.3	90	9.0
4	Do soft skills need regular training?	637	63.7	257	25.7	106	10.6
5	Are you actively seeking soft skills classes?	57	5.7	893	89.3	50	5.0
6	Join the Union movement, can you help improve soft skills?	277	27.7	423	42.3	300	300
7	Does teaching of teachers form soft skills for students?	340	34.0	433	43.3	227	22.7

In the current situation, soft skills subjects have not been turned into legal subjects in universities and colleges. Therefore, almost no this subjects in the school's training program. Students in many universities mainly cultivate soft skills through short-term classes organized by the Union, Student Association, or in centers with soft skills training. Classes are organized in the form of inviting reporters with expertise in soft skills training to teach students one or two sessions (about 10 lessons). Usually the classes are ordered according to the subject by the Union and the Student Association; therefore, students can only learn a few individual skills. In addition, every year, Faculties and Professional Departments often invite enterprises to instruct final year students to write "CV", seminars on job opportunities, interview instructions. However, this activity is not regular, only "seasonal". Through studying in

some universities in the city, the opening of soft skills classes for students can only be three to four classes in a school year; the number of students participating is often limited due to the facilities and even the students' indifference. So this term is still quite strange for many students. Such sessions can only meet the very small needs of students, while the content of this subject is very new.

Through surveying some universities, some basic contradictions appear: Soft skills are not yet a compulsory subject: According to Circular No. 04/2016/TT-BGDĐT dated March 14, 2016 of the Ministry of Education and Training and guidance No. 1075/KTĐBCL-KĐĐH dated August 28, 2016, of the Department of Educational Testing & Quality Assurance, requires the output standards of the training majors: to meet the requirements of the ability to achieve upon graduation in knowledge, skills and attitudes. However, up to now, this subject has not yet put into the main curriculum in most disciplines at the universities. Particularly some specific fields of universities have put soft skills into the curriculum, but only a few individual skills (teamwork skills, negotiation skills ...). In the teaching of lecturers, there are many difficulties, most of the Department and lecturers have to compose the lesson yourself for internal circulation without any the textbook about soft skills, or any official document provided by the Ministry of Education and Training (MOET).

In teaching: According to many opinions of lecturers, in addition to teaching professional knowledge, lecturers must self-explore the topics, build the program contents, transmitting methods, teaching tools suitable for each subject, each lesson's content to educate soft skills for students. Teaching time incorporates skills into each subject very short, only a few minutes in each lesson, so the effectiveness and accessibility of students to soft skills are very low.

In fact, teachers only focus on teaching a subject's knowledge without having the habit or less interested in teaching soft skills for students. Therefore, when practicing mainstreaming, transmitting skills are often embarrassing and time-consuming, especially young and newly-trained teachers do not have much experience in teaching and incorporates teaching skills. Meanwhile, communication skills need to be skilful and creative ways to teach suitable, avoid only teaching skills but forget teaching the knowledge of expertise. Like the school side, in the teaching process, lecturers are also very difficult in selecting skills to integrate.

According to the survey received from students with the question: "In the teaching process, do teachers incorporate the experience and soft skills for students? ". Up to 47.3% of the students answered No; a small number of students (4.92%) believe that some lecturers also lack the necessary skills, especially young teachers.

In theory, most lecturers believe that teaching soft skills integrated into subjects will not take much time and strength. However, in fact, to do this requires teachers have to be very skilful in choosing integrated teaching methods, skillfully arranging a time to integrate between soft skills and professional knowledge in each period and during the time to teach that subject. That's not to mention, there are some lecturers who think that the main thing is to teach professional knowledge, and teaching soft skills is not their responsibility.

On the student's side: It must be affirmed that this is an important determinant of self-creating necessary soft skills for oneself. All these difficulties can be overcome if they themselves (students) are aware of the role and necessary for soft skills in their study and future career. Today, students try to study because of the marks, other problems are less concerned. When someone asked, nearby the marks, students only focus on learning specialized knowledge to answer the question of what do you study? Learn to work, earn money. According to statistics, in Vietnam, 37% of graduates do not find jobs cause lack of social practice skills, 83% of graduates are judged by employers to lack soft skills. Meanwhile, over 70% of students have never been trained or equipped with soft skills.

Due to the awareness, as well as the unidentified role and importance of soft skills in learning and future careers, students are very passive in cultivating soft skills. According to the statistic of the authors' group at some universities in Ho Chi Minh City, with the question: Do you take soft skills classes? The number of students who have never participated is 53.0%. With the question: Are you proactive in finding soft skills teaching classes outside the school? 92.0% of students answered No, 4.6% of the students did not know where to look for, or very difficult to find soft skills classes. One common answer is that students also do not know what soft skills they need to learn and cultivate.

Table 2: Awareness of soft skills development for students

S no.	Skills	Employer (%)	Lecturers (%)	Student (%)
1	Presentation in public skill	16.8	20.4	12.6
2	Communication skill	21.1	24.6	11.5
3	Teamwork skill	8.2	11.9	13.2
4	Conflict solving skills	7.6	9.0	1.1
5	Interview skill	11,2	15.2	34.2
6	Patience and listening skill	7.3	4.8	2.9
7	Information communication skill	7.2	5.2	3.6
8	Independent working skill	10.1	3.2	5.4
9	Negotiation skill	8.1	2.6	11.9
10	Skills in machinery and technology	4.4	3.1	5.1

Through survey data, there is a difference between employers, lecturers and students in choosing the skills need to study and teach. This is also a big difficulty in selecting which the skill need to put into the curriculum.

Due to many universities today, soft skills subjects have not put into the curriculum, some universities teach soft skills necessary for students systematically. Most students have to self-study and self-search to centres outside the school. Students often take several short-term soft skills courses such as communication skills, presentations skills, teamwork skills ... then quickly forget because they do not apply regularly and not have the environment to practice.

6. SOME RECOMMENDATIONS
Universities now need to drastically change their thinking about the relationship between output standards and training programs. Between these two factors, there is a close relationship, interaction with each other, as a premise and basis of each other; inside, the output standard must be determined as an important stage, must pay attention first. On the basis of determining the output standards of the training program, or a specific industry, just be possible to design and develop the training program. To be like that, each university education institution must have an orientation to direct invest in human resources, material resources, financial resources, time and funding suitable for the construction of output standards.

It's important that the universities need to form relationships with employers, must research the labor market carefully. Building the output standards must start from research the labor market to detect requirements and "signals" from the labor market. Labor market research must be thoroughly in order to understand truly the needs of human resources on specific aspects: knowledge, skills and attitudes of specific majors and occupations. On that basis, overcoming the general of the output standard, distinguishing the differences between the output standards of the training professions and output standard of all levels.

Regularly review and adjust the content of the subject to match the output standards built so that the subject can be transmission to learners. Innovating exam forms, test and evaluating subjects match with updated course content. Courage and necessity to eliminate the subjects that are being taken but do not help achieve the output standards built for the training program.

7. CONCLUSION
Based on the published output standards, universities need to focus on reinforcement and strengthening quality assurance conditions to do right committed to standard output, specifically, to ensure standards for: training programs, curriculum libraries, equipment facilities, experiments, practice, probationary, lecturers staff, teaching methods, testing methods, evaluate; link between school and business and other career social activities. Need to avoid the situation of making good reports, make false reports. That will have the opposite effect, affecting the brand and reputation of the school.

The construction and publication of output standards is a mandatory requirement, which is the commitment of the universities to the capacity and quality of training to society supervise. Therefore, based on the guidance of the Ministry of Education and Training, the institutes and universities organize to deploy construction and announce the output standards for each major and each training level. This is a regular job and needs constant adjustment to match the general development trend of the country and the world.

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