

Original Article

The role that university education plays in the integration trend for Vietnamese students

Dao Chanh Thuc¹

¹ An Giang University,
Vietnam National University,
Ho Chi Minh City, Vietnam

Abstract:- Background: Vietnam's economy is experiencing significant growth and integration with global markets, leading to increased access to resources such as capital, technology, and skilled human resources. However, this integration also presents challenges for aligning Vietnamese human resources with global demands, particularly in terms of learning strategies for university students. Objectives: The primary goal of this study is to investigate the significance of self-study and group learning methods for Vietnamese university students in the context of global integration. Specifically, the study aims to investigate and evaluate effective learning methods employed in countries with advanced education systems to identify strategies that can be adapted to enhance Vietnamese students' learning approaches. Method: To achieve these objectives, the study employs a research, evaluation, and review framework to analyze various learning methods. Data is gathered through a literature review, surveys, and possibly interviews with students and educators. The focus is on identifying relevant and effective learning strategies used in countries with high-quality and developed education systems, taking into account their applicability and suitability for Vietnamese university students. Result: The study highlights the importance of self-study and group learning methods in preparing university students in Vietnam for the demands of both local and global labor markets. Through research and evaluation, it identifies effective learning strategies employed in countries with advanced education systems, emphasizing the relevance of these methods for Vietnamese students. By understanding and implementing these strategies, Vietnamese students can develop more appropriate and efficient learning approaches to thrive in the context of global integration. Conclusion: This study emphasizes the importance of adopting effective learning strategies to meet the demands of a rapidly changing global economy. By emphasizing self-study and group learning methods and drawing insights from countries with quality education systems, Vietnamese university students can enhance their learning experiences and better prepare themselves for success in both local and international contexts. This research contributes to the ongoing discourse on optimizing university learning strategies in the era of global integration.

Keywords: relevance, students, university learning strategies

Corresponding Author: Dao Chanh Thuc†, An Giang University, Vietnam National University, Ho Chi Minh City, Vietnam

Copyright : © 2024 The Authors. Published by Publisher. This is an open access article under the CC BY-NC-ND license (<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Supplementary information The online version of this article (<https://doi.org/xx.xxx/xxx.xx>) contains supplementary material, which is available to authorized users.

Introduction:

Students nowadays are very different from those who attended school more than ten years ago. Students now employ a range of interactive media, learning systems, and technology as teaching aids that can either replace or augment the more conventional teaching methods of the past. College students do not all acquire the same material in the same amount of time and in the same way, so instructors are finding it more and more difficult to get to know their students and address their different requirements. In the lecture hall, university employees (Gregory, G. H., & Kuzmich, L. 2014). Universities now face the problem of training graduates into a high-caliber workforce that can fulfill market demands in a way that is synchronized and harmonic for all students. To help university students improve their thinking and abilities, it is critical to change their learning attitude through self-study, group learning, and essay writing.

Foundational theory: One way to encourage self-study thinking is to significantly stimulate the brain's exploration, cultivation, and development of information. Aiming to raise awareness, lecturers will utilize provocative questions to get students thinking. From there, they will conduct independent research, use prior information, and comply with requesters' directions to think through and solve difficulties. address current issues. Students need to study on their own so that they can use this way of thinking for personal growth when they graduate from college. Furthermore, group learning is seen as an essential technique that supports students in thinking, discussing, and coming up with solutions to problems. Furthermore, via group study sessions, university students may develop critical soft skills, including accountability in given work, negotiation, and presentation. work toward the research group's overall objective. (Kapur, R. 2020). Furthermore, the essay writing process is critical to students' knowledge and critical thinking growth. This is an amalgam of several abilities, an interconnected set of ideas and concepts, and the capacity to apply, reason, identify issues, and solve challenges encountered in day-to-day living. Through this kind of instruction, college students are better equipped to apply their foundational knowledge and skills and tackle increasingly challenging situations in the workplace and in society at large. (Linglin, T. 2019). Self-study is an essential mentality for developing one's own thought processes and is critical to adding to humanity's vast collection of knowledge. By may gain a great deal of scientific knowledge, exercise self-advocacy, and build practice skills without the assistance of teachers in the classroom by engaging in self-learning and self-searching for information. In fact, it plays a crucial role in the advancement of higher education as well as the growth of society. (Prichard, J. S., et al. 2006).

Research organization: The purpose of the research is to identify more effective teaching strategies for college students in developed nations. From there, the author develops strategies that are appropriate for Vietnamese higher education and university students. As a result, it makes sense to use the qualitative research approach for this study. The study's data. An additional benefit of using secondary data is that it can save expenses and time (Grønhaug, K. 2005). Furthermore, secondary data may be easily accessed and utilized for earlier studies, publications, or magazine articles. Simultaneously, the paper will use theoretical analysis as the foundation for assessing the data, drawing on earlier research on lecture hall instruction and international university students' learning strategies. evolved, offering pertinent proof regarding Vietnam's educational situation as it stands today.

Results:

Any nation must investigate and modify its teaching strategies in order to maximize the effectiveness of transferring information to pupils. On our list of nations with high-quality education, we must include Finland, Australia, Canada, Singapore, India, and other countries with growing superior educational systems. Vietnam's educational system would benefit greatly from referencing and incorporating these excellent approaches. As a result, several teaching strategies have been adopted and modified; yet, this study finds that, thanks to innovative applications in Vietnam as well as real-world experience in other nations, the learning strategy is focused on More focus should be placed on group learning techniques and stimulating and developing self-study thinking in the nation's educational innovation. Changing the class hours should be the first priority. It is important to make the most of class time. Instead of having the lecturer read to the class for copying, which is

nearly more confusing than having high school students do, students should listen to the lecture while taking notes and transcribing the major points. University students in educationally advanced nations enhance their listening and writing abilities from lower educational levels, such as writing fast and selecting key concepts to jot down rather than entire sentences. literary works. Vietnamese pupils actually lack these abilities completely, despite the fact that they are critical for the development of thinking. As a result, it may be challenging for students to write about the lesson in order to retain it, choose the right keywords, and keep track of important concepts during lectures. The approach used by Vietnamese students to write essays is next. Students are frequently required to write two or three essays for each module in nations with high standards of education. This is a self-study program designed to help university students improve their critical thinking skills outside of the classroom. These composition techniques have been taught to me since childhood. These abilities will be applied skillfully when one reaches a higher degree. As a result, when international students join the academic environment, they may readily accept and promote it. Vietnamese students, on the other hand, lack proficiency in essay writing upon joining universities, which causes uncertainty or ill-preparedness. In affluent nations, colleges have departments and clubs dedicated to helping students write essays. These organizations always prioritize preventing plagiarism and set high standards for students to follow. As a result, international students take their studies and writing extremely seriously and carefully (Tong, D. H., et al., 2022). Plagiarism is still frowned upon in Vietnam, though, and obligatory software hasn't been used to measure plagiarism in schools. As a result, college students often produce their essays using readily available, duplicated papers, oblivious to the possibility of plagiarism. As a result, college students' ability to conduct independent research, read books or papers, or critically assess the information that is required for their essays has not increased. This is a drawback for Vietnamese universities. International university students often have very good self-study and information-filtering skills. The professor introduces students to a variety of helpful reference materials for each topic as they acquire information, and they are also given opportunities to exercise critical thinking. Instead of focusing on test scores, essays are crucial for evaluating college students' critical thinking. College students are expected to study a great deal of papers, textbooks, and online data sources. They also need to consolidate their information and assess the essay's subject. For international college students, writing essays is a challenge that requires considerably more adjustment than it does for local ones. Additionally, international professors help university students locate trustworthy, high-quality sources of papers that include all the information they need for study, which helps to create an environment that is conducive to research. As a result, the procedures that assist university students in locating the most useful resources have not been enhanced by existing domestic teaching techniques, which has caused students to lag behind in their pursuit of knowledge and information cultivation. in contrast to other developed nations (Tong, D. H., et al., 2022). The collaboration between professors and university students throughout the learning process is a hallmark of international education. In the most thorough and efficient manner possible, instructors provide guidance for techniques including self-discovery of information, group work, argumentation, essay writing, and problem solving. Students gain confidence in their ability to cultivate a learning attitude and acquire more knowledge as a result. To be able to locate information sources in the library and from worldwide research papers on the Internet, in particular, self-research on issues is crucial if you want to improve your thinking and acquire knowledge on your own. Complete the essay according to the requester's request. Kapur (2020).

The significance of Vietnamese university students' learning strategies: Pupils are frequently taught in a mechanical, stereotyped manner that does not encourage creativity or critical thinking. In today's domestic higher education, the majority of students still acquire knowledge in the traditional manner; they do not look for new material, do not acquire innovative ways of thinking, and just listen to their lecturers read aloud and replicate at all levels. understudy. Additionally, in four Dong Thap University Science Journals, Volume 13, Number 1, 2024, and the 3-9 Journal of Social Sciences and Humanities academic years, students lack an appropriate study schedule. Because of this, university students struggle to develop extra knowledge and resources on top of the fundamental information they learn in the classroom. They also struggle to understand the vision. College students frequently focus primarily on coping skills or studying to pass courses rather than attempting to acquire information for the future, as advanced nations have done. Vietnamese educational

practices do not encourage pupils to think about self-learning or self-development. Furthermore, the majority of domestic university students are frequently too indolent to study the assigned texts and textbooks, instead turning to the Internet, libraries, and other resources to get more reading material. Furthermore, if university students lack data processing abilities, their acquired information will not be as useful as necessary given the volume of intellectual material and vast knowledge available online. Furthermore, university students only study subjects that are relevant to examinations and tests; thus, irrelevant material will not emphasize research. Students won't be able to retain information, synthesize it, apply it in the real world, or put it into thought. Students will thus become outdated, inferior, and unable to meet the demands of employers. Although it is essential for students, the group study approach has not gained much traction in the nation. The collaboration skills framework consists of skill practice, concept development, task delegation, problem analysis and evaluation with group members, and subsequent group work conclusions. A while ago. In addition, listening is a necessary skill. When working in a group, it's important to pay attention to what the speaker has to say, respect their viewpoint, and provide more information as needed to suit their requirements. substance of the work. Proceed to enhance the efficacy of collaboration to an elevated degree. Furthermore, abilities like communication, collaboration building, and problem-solving in a collaborative environment are enhanced. Ho, N.V. (2002).

Collaborative work and learning are essential for fostering the cognitive and skill development of university students within established educational systems, such as those found in Singapore and Australia. These proficiencies encompass critical thinking within group settings, teamwork, persuasion, group dynamics management, and negotiation. These competencies align with the objectives of national educational enhancement programs, which aim to tailor education to the needs of industry, society, and the economy. However, many educational institutions have yet to effectively integrate these capabilities into their curricula. A potential downside of group work is the risk of fostering dependency among students rather than promoting genuine collaboration and holistic growth. While college students often assume greater responsibility and manage their workload independently, they may occasionally falter in completing tasks assigned by group leaders or demonstrate inadequate teamwork. This may partly stem from a lack of encouragement from instructors to cultivate students' collaborative problem-solving skills. The primary approach to improving Vietnamese university students' learning strategies involves devising instructional methods to foster self-study skills. Tutors play a pivotal role in motivating and guiding students in their pursuit of knowledge. In addition to the guidance provided by professors, it is imperative for university students to develop effective self-study strategies. Self-study is not only essential for personal development but also constitutes a fundamental aspect of humanity's accumulation of knowledge. By engaging in self-directed learning and information seeking, students can acquire scientific knowledge, hone their advocacy skills, and cultivate practical competencies independently of classroom instruction. This approach equips university students with diverse problem-solving approaches across various subjects, enabling them to seamlessly apply their knowledge post-graduation. Hence, integrating students' individual study strategies into the classroom setting is crucial, and educators should prioritize fostering students' self-study proficiency from the outset of their academic journey. It is essential for students to receive comprehensive guidance on the concept of self-study from their initial university courses or through specialized reports on higher education aimed at assessing its significance. Moreover, for students to grasp the importance of self-directed learning, educators must allocate sufficient time to thoroughly explore and assess various autonomous learning methods. Furthermore, it is critical for educational institutions and society as a whole to provide tangible examples of self-study, enabling students to comprehend and prioritize the significance of this approach to independent inquiry. Furthermore, students are increasingly inclined to pursue credit-based training, underscoring the essential nature of self-study in this educational trend. The proliferation of information technology has fueled the popularity of self-directed learning, rendering the world more dynamic, accessible, and timeless. In contemporary society, the practice of self-study and knowledge enhancement significantly contributes to intellectual growth and applied critical thinking in human development. Self-study is indispensable, as it empowers college students to think autonomously and cultivate problem-solving skills independently, both within educational settings and in broader societal contexts. Consequently, this practice

instills confidence in students, equipping them to confront challenges and issues encountered during academic pursuits or daily life with resilience. Upon graduation, students possess a foundational understanding and self-learning abilities, facilitating their adaptation to various organizational environments and enhancing their performance. Moreover, personal development and self-directed learning constitute lifelong endeavors aimed at fostering societal knowledge and ensuring adaptability to prevent stagnation. Throughout the learning journey, students should continuously explore and refine their cognitive processes, develop self-awareness, and exercise effective self-regulation. Educators share a similar responsibility for guiding students, nurturing critical thinking skills, and actively supporting their academic endeavors. By fostering a growth mindset and laying the groundwork for lifelong learning, educators empower students to navigate the complexities of the world with confidence and competence (Linglin, T. 2019). Furthermore, instructors must aid students in structuring their academic schedules, ensuring that students possess a firm grasp of the subject matter, objectives, and problem-solving strategies. Effective teaching techniques are imperative to sustain students' engagement and motivation, prevent distractions, and foster effective learning practices. The ability to devise study plans is essential for students, as it influences their coping mechanisms and learning outcomes. Experience underscores the pivotal role of meticulous preparation in fostering students' mental resilience, cognitive agility, and positive mindset, equipping them to tackle life's challenges effectively. Hence, educators should equip students with learning strategies, critical thinking skills, problem-solving abilities, and clear, actionable objectives to navigate the educational journey successfully. These skills serve as indispensable assets throughout students' academic endeavors. For students to engage in autonomous learning both during and after class, instructors must also impart reading comprehension strategies and demonstrate how to access scholarly papers online. The manner in which students approach reading materials and organize information significantly influences their ability to study independently, acquire new knowledge, and cultivate critical thinking skills. Consequently, to effectively facilitate learning in the lecture hall, educators must provide clear instructions on selecting relevant topics, structuring content, and devising strategies to enhance students' comprehension. Once students grasp the objectives of their reading assignments, they can efficiently identify pertinent publications, thereby avoiding irrelevant material.

Furthermore, educators must familiarize themselves with technology to streamline information retrieval processes. This encompasses leveraging online resources such as digital libraries and the Internet. Given the rapid pace of technological advancements, students can benefit from expedited access to global knowledge, fostering lifelong learning and knowledge acquisition. By equipping students with essential information technology skills, instructors enable them to navigate the digital landscape adeptly, select pertinent information, and leverage the vast array of resources available online.

Students can then engage in self-directed learning, augmenting their knowledge base and honing their cognitive abilities to support both their academic and social development. Sharing scholarly papers with peers and online platforms facilitates knowledge dissemination and encourages collaborative learning, fostering a supportive learning environment in which students actively engage with texts, uplift one another, and form meaningful connections between various subject areas.

Foster collaborative learning through group activities: Throughout their lectures, educators should guide university students in developing their teamwork skills. They should elevate the quality of course content and offer guidance on cultivating skills aligned with employer expectations, societal standards, and effective learning strategies promoting group collaboration. Professors must possess deep subject knowledge, critical thinking abilities, and familiarize with relevant materials to quickly identify and address students' challenges, ensuring access to necessary information. When students engage in group work, instructors must adeptly manage the classroom dynamics, ensure equitable participation and contribution from all members. Recognizing the varying skill levels within groups is essential for accurately assessing each student's capabilities. Stronger students may naturally excel, while others may struggle to showcase their talents, necessitating instructors' keen observation and guidance. Assigning small group tasks that allow all members to actively participate, share ideas, and present findings fosters inclusivity and ensures equitable assessment. To stimulate engaging class discussions, instructors should encourage feedback from other groups, foster collaboration in modifying group

presentations, and facilitate reflection on group experiences to enhance academic and future-oriented skills such as public speaking and critical thinking. Moreover, instructors must mentor students in effective group work strategies, guide them in setting clear objectives, and promote equal participation among group members. Students should avoid relying solely on individual efforts, as this diminishes the quality of group work. Encouraging all group members to contribute to project development is paramount, with the group leader playing a pivotal role in facilitating collaboration and ensuring adherence to the instructor's guidelines. Instructors should closely monitor group dynamics, offering timely assistance and guidance to address any weaknesses. Effective communication and adherence to the established objectives are crucial to keeping the group focused and on track. The role of the group leader is instrumental, requiring competence in understanding and executing tasks, as well as fostering collaboration among group members. Mastery of group study techniques is essential for students aspiring to broaden their knowledge and skill sets. (Brigman, G., & Webb, L. 2007).

Developing a pedagogical approach centered on the essay writing method entails adhering to a specific framework. Initially, students must engage in extensive reading of papers, textbooks, and online articles to grasp the relevant topics comprehensively. Concurrently, they draw connections between the material presented by the lecturer and emphasize key concepts. Proficiency in swiftly scanning and locating papers is equally indispensable, often employed in "scan-skim" scenarios. As a result, students quickly skim through encountered documents, focusing on the central aspects to understand the issue and gather pertinent information once they delve into the main body of the text. Furthermore, promptly skimming over irrelevant sections of material helps to save time during research endeavors.

Upon gathering the requisite data, students proceed to employ the prescribed format, which entails a structure of "topic sentence, evidence sentence, concluding phrase." This approach proves to be highly accessible for students to use effectively. The essay writing process commences with the topic sentence articulating the subject the student intends to discuss. Logical elucidation of the problem is imperative to ensure the reader's comprehension of the issue at hand. Subsequently, students present evidence sentences wherein they furnish facts, data, or charts to substantiate the topic under discussion. These sentences carry significant weight within the essay, particularly for international students, as providing evidence to bolster their arguments holds considerable value in terms of analysis. Furthermore, emphasis is placed on employing longer sentences to delve deeper into the topic, thereby establishing connections to other relevant arguments and issues within the essay. The concluding sentence serves to wrap up the discussion, offering the author's perspective and critical analysis of the topic. Through analysis and evaluation, students enhance their understanding and highlight their viewpoints.

Conclusion:

By assimilating the exemplary features and essential components of advanced educational systems prevalent in industrialized nations worldwide, Vietnamese education is steadily progressing and evolving. The adaptation of educational paradigms is imperative to align with the standards set by these nations in terms of knowledge acquisition, training methodologies, and learning techniques. Consequently, more focused and cohesive approaches to guiding and supporting university students are necessitated. The three paramount learning strategies for university students to deliberately cultivate their knowledge and foster interpersonal and collaborative skills are self-study, group work, and essay writing. Active support from educational institutions and instructors is crucial for students utilizing the self-study technique to expedite knowledge acquisition and nurture critical thinking skills through various academic activities. Additionally, employing a group learning approach equips students with negotiation, communication, and teamwork skills, enabling them to reach consensus effectively. Finally, the essay writing method facilitates systematic problem-solving and persuasive argumentation, fostering students' personal growth and integration into the global workforce.

References:

1. Brigman, G., & Webb, L. (2007). Student success skills: Impacting achievement through large and small group work. *Group Dynamics: Theory, Research, and Practice*, 11(4), 283.
2. Gregory, G. H., & Kuzmich, L. (2014). *Data driven differentiation in the standards-based classroom*. Corwin Press.
3. Grønhaug, K. (2005). *Research methods in business studies: a practical guide*. Financial Times Prentice Hall.
4. Ho, N.V. (2002). *Teaching theory*. Education Publishing House. (In Vietnam)
5. Kapur, R. (2020). *Teaching-Learning Methods: Key Factor in Promoting Student Learning*.
6. Linglin, T. (2019). *Study on the Teaching Mode of Network Multimedia English and the Cultivation of Students' Self-study Ability*. International Informatization and Engineering Associations. 2016
7. Prichard, J. S., Bizo, L. A., & Stratford, R. J. (2006). The educational impact of team-skills training: Preparing students to work in groups. *British Journal of Educational Psychology*, 76(1), 119-140. <https://doi.org/10.1348/000709904X24564>
8. Tong, D. H., Uyen, B. P., & Ngan, L. K. (2022). The effectiveness of blended learning on students' academic achievement, self-study skills and learning attitudes: A quasi-experiment study in teaching the conventions for coordinates in the plane. *Heliyon*, 8(12).