

# Management Of Soft Skills Educational Activities For Students Universities In Mekong River Delta, Vietnam

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**Abstract:** This article clarifies the concept and reality of soft skills, manages the development of programs and plans for soft skills for students of universities, manages the implementation of soft skills activities for students; Managing the construction and development of the team working in the field of soft skills education for students of universities in the Mekong Delta region; Manage the necessary conditions and create a favorable environment for the activities of education and training; Managing the inspection and evaluation of teaching and learning activities for students. Based on the current situation of the management of soft skills activities for students at universities in the Mekong Delta, the article has proposed solutions to improve the efficiency of management of soft skills activities for students at universities in the Mekong Delta, contributing to improving high quality and efficiency of higher education in the Mekong Delta today.

**Keywords:** Activities, soft skills, education, students, management, Mekong river delta, Vietnam.

## INTRODUCTION

Soft skills education for students is an urgent need in the context of the country's socio-economic integration and development. The organization, management, and implementation of this activity in universities are very necessary to improve efficiency. The need for soft skills is very necessary for students today to meet the needs of communication and behavior in daily life, and it is also an important key helping students make the best use of professional knowledge at universities to work in the future. From there, posing an urgent problem for universities today is how to manage the activities of education and training with high quality, to meet the requirements of society and employers. Currently, the teaching of soft skills education has not been implemented synchronously and effectively by universities, so it has led to the fact that current university graduates are limited in the necessary skills in their professional activities. Therefore, finding a solution to affect the quality of soft skills education for students is very necessary in the current period.

## Research theory

### Theoretical basis of soft skills and management of soft skills education activities

Soft skills. Through theoretical and practical research, we introduce the concept of self-esteem as follows: Self-management skills are psycho-social abilities that help people to behave, behave, and deal with problems arising in life. Work; soft skills is a means to interact between people and people, and people to organizations, as a basis for people to most effectively promote their professional capacity in all circumstances.

Managing the development of programs and plans for soft skills education for students of universities. The management of soft skills education activities must be associated with the management of the construction and implementation of the soft skills education program for students. At the same time, associated with the main training program management. Content management of training programs at universities in general and management of education and training programs for students is the management and control of the content of teaching soft skills, methods of teaching soft skills, how to organize soft skills teaching and training activities for

students. The management of the plan of soft skills education activities for students at the university is the management of the planning work, the process of implementing the plan of all activities of teaching soft skills education for students and other related activities and impacts. to the results of the activities of education of soft skills for students. The content of the management plan of soft skills education activities for students is also the management and control of the achieved results compared to the outlined plan goals.

Managing the implementation of soft skills education activities for students. The process of implementing soft skills education activities for students has many small stages, takes place over a long time, continuously, which is related to the responsibilities of many organizations and individuals in the university. Therefore, managing the activities of teaching and learning skills for students according to the process is the best way to control the entire work and the organizations and individuals involved in the process of doing the work. Measures and organizational methods for students to practice and develop their skills are also abundant, taking place both in school and in society. This content management is also to help units and individuals attach responsibility to the assigned work in the plan. Managing the process of implementing teaching, learning, training and evaluating activities for students and implementing measures to train and develop skills for students will help coordinate and support each other among units better.

Managing the construction and development of the team working in the field of soft skills education for students of universities. The management of construction and development of the team working in the field of soft skills education for students at universities is the management of planning, training, fostering to improve the capacity of organizing and implementing the activities of teaching soft skills education for students. . Management of this work should pay attention to building a team of teachers dedicated to the task of teaching and training soft skills for students. The teaching staff doing this work now has specific factors, especially the element of skill. Therefore, closely managing and directing the process of selection, training, and fostering teaching staff is the core element of the content of this work management. The management of the development of the team working in the teaching of soft skills for students must pay attention to fostering for

all teachers the integrated method of training soft skills for students in the process of professional teaching. Managing the development of the team working in the field of soft skills education for students needs to pay attention to the mobilization of great resources of the company and enterprises to participate in the activities of teaching soft skills for students

Manage the necessary conditions and create a favorable environment for soft skills education activities. Management of ensuring the necessary conditions for soft skills education activities for students is in fact the management of equipping and procuring specialized equipment for soft skills education activities for students who need to pay attention to invest in building specialized facilities. for soft skills education activities such as specialized classrooms for teaching soft skills, other supporting conditions, buildings for sports activities, and camping grounds. The investment in procurement and installation of equipment suitable to the requirements of soft skills teaching activities also requires strict management and direction to meet the requirements well. In addition, it is necessary to ensure the funding source for the activities of soft skills education for students. The applications of information technology, electronics and telecommunications are necessary conditions to ensure effective management of education and training activities. Therefore, it is necessary to pay attention to the application of modern technologies in the management and implementation of soft skills education activities for students of universities.

A favorable environment for education, training and development of skills for university students includes:

- Environment for training soft skills for students through extracurricular activities: For this environment, the Youth Union, Student Union and other mass organizations in universities need to organize many practical movements. Bringing the purpose of teaching skills to students through each movement that students directly participate in. The movement can be organized at schools, student dormitories, historical sites, and picnic spots.
- The environment for training soft skills for students through their daily activities: The daily living environment of students is the student dormitory, where

there should be a variety of activities, suitable for the specific characteristics of the student. dormitory to attract students to participate. This activity is a vivid practice for students to self-educate and practice their own skills during their study at university.

- Environment for training soft skills for students through visiting and practicing at enterprises: For this environment, the school needs to organize many activities, linking the training process at school with training at enterprises. . The process of students directly participating in practical work activities taking place at enterprises is the vivid practice of training skills for students.

Managing the inspection and evaluation of soft skills education activities for students. Examining and evaluating the activities of teaching and learning skills for students is of great importance in management. The inspection helps the management staff at the university to understand the situation and progress of the plan implementation. On that basis, timely detect deviations and omissions to promptly correct, adjust and urge the implementation of the plan. In addition, inspection also helps the management subject to understand the management object clearly to take measures to help and create the best conditions for them to complete the task well. It is necessary to have a plan to check and evaluate the results of all activities of soft skills education for students in each school year. In particular, pay attention to the assessment of student's memory skills because this content is a measure of the effectiveness of the management of soft skills education activities for students at universities.

## Results and Discussions

### **The current situation of management of building programs and plans of soft skills education for students of universities in the Mekong Delta region**

Actual situation of management of construction and organization of implementation of the program of education on soft skills education for students

The management work of building the program of literacy education for students in schools has not been given due

attention at present. The development of the program has not had the participation and input of the Scientific and Training Councils of the universities, nor has there been any input from agencies, companies and enterprises directly using human resources. operated by universities.

The development of the program of life soft skills education for students at universities is currently assigned to a department or group of teachers who are assigned the task of teaching soft skills to students. Therefore, the content of the soft skills education program has not yet been managed and tested for quality. This cause has led to certain limitations in the quality of the soft skills training program for students.

The soft skills education program for students is currently only available in a few universities, most of the remaining schools have not yet developed this program. Many schools now only arrange a few skills into the training program without building a separate and complete and synchronous program of soft skills education for students.

Output standards in training programs at universities are one of the important bases for assessing the quality of student training at universities, including standards on skills. According to the assessment of the management staff of the universities, 37.5% said that it is very necessary to put soft skills into the output standard for training professions; 52.5% consider it necessary; 7.5% consider it normal; The remaining 2.5% consider it unnecessary. Thus, through the survey results, it has been shown that the management staff of universities still do not have a high consensus on putting soft skills into the output standard in the training program, thus leading to the current standard of skills in general and soft skills in general. In particular, for students, it is still a general standard that is not clear and specific. This may be one of the limitations, existing from the management stage, building the current output standards at universities in the Mekong Delta.

Once soft skills has not been included in the output standard, it is very difficult to have good conditions to implement well the activities of teaching soft skills for students and it is also difficult to quantify to evaluate the soft skills of students. This has resulted in students still looking down on soft skills for themselves.

The reality of universities in the Mekong Delta today is that the output standards for student majors are clear and specific in terms of knowledge, skills, and attitudes. However, the output standards on soft skills are still general, limited, unclear, not specifically quantified in the group of skills that students need to achieve. This is also the reason why students still do not see the importance and necessity of soft skills for their future career.

Surveying the current status of the regulations on output standards, we found that Dong Thap University has now included the output standards for students on social work activities. This regulation at Dong Thap University has had a great impact on the effectiveness of education, training and development of social skills for students

during the training process at the school. However, currently, the regulation of output standards on social work activities has not been implemented by many universities in the Mekong Delta.

Through the survey on the inclusion of soft skills subjects in the school's training program and forcing students to study, the rate is still low. Assessment on this issue has 72.5% of managers; 67.5% of the respondents identified that the universities currently have educational and soft skills activities for students, but they are not required to study, but most of them are voluntary extracurricular activities; Students find it necessary to participate voluntarily, the school only encourages and encourages but is not required.

Table 1. Evaluation of management staff and teachers of universities in the Mekong Delta on the effectiveness of integrating soft skills education for students in professional training programs

Management staff evaluation results				Teacher's evaluation results			
Very good (%)	Good (%)	Average (%)	Poor (%)	Very good (%)	Good (%)	Average (%)	Poor (%)
10,0	42,5	45,0	2,5	7,2	36,1	54,2	2,4

In general, the current training programs at universities have not created favorable conditions for the integration of soft skills equipment for students. Assess the extent to which the current training program of the school that is being implemented can integrate and combine education and training in soft skills for students. As a result, 49.6% of administrators and teachers rated it as average, 39.3% rated it as good and only 8.6% rated it as good. Through this assessment, it has been shown that the training program is being applied in schools today. The main cause of this problem is the substantial number of core subjects in the program, the remaining time students manage and use by themselves, the teacher cannot control this time and more in the program content. The training program also does not have the content that integrates and combines the activities of education on soft skills and

vocational skills for students. Through the survey, up to 77.5% of management staff said that in order to have a training program that can both provide professional training and integrate teaching skills to students, the university needs to build an advanced training program to ensure a harmonious combination between teaching theory, practicing professional skills and training skills for students.

According to the survey results, 65% of managers think that it is not necessary to develop a separate course to teach soft skills for students. This result has shown that education and training activities for students during the training period at the school currently only stop at the level of integration and complementary extracurricular activities. With this level, it is still extremely limited compared to the current practical requirements. In

addition, the invitation of successful entrepreneurs in production and business to schools to both teach expertise and combine teaching vocational skills and business skills has not been interested by the schools, according to the survey results of the schools training majors in schools only 40% of training majors do this.

On average, the training majors at universities in the Mekong Delta currently have 67.5% of the training majors of the universities designed with additional modules on soft skills, but the duration is only 30 hours, so the teaching content is also good not much. Some majors have soft skills content but are only extra-curricular, not compulsory for students to study. The number of occupations that have the soft skills course design in the training program and require students to study is only 15.7%. The remaining 16.9% of occupations in the training program have absolutely no content on education and training for students. Through the assessment of the teaching staff at schools, it was found that 72.5% assessed that although the soft skills course at the school is currently designed, it is not compulsory, and the educational effectiveness is not high. According to the assessment of the management staff and teachers, in the training program in schools today, only the pedagogical sector is integrated with soft skills education for students the most compared to other majors, this is also the common point in the training program at universities.

The survey results show that the soft skills course for students still does not have a worthy position in the training program at universities. We consider this to be one of the core reasons why many students today, even though they have graduated with high academic scores, are still limited in the skills necessary for labor and employment in daily life.

Through studying the actual situation of implementing the program of soft skills education for students, there is currently universities that has introduced the soft skills program to provide students with personal development skills, support for future work and is also a compulsory course in the training program. All full-time students must register to study and accumulate 5 skills in the period from the first year to the last year of the course to be eligible for graduation, including the following skills: 02 compulsory skills are: presentation skills; skills searches

for documents, understands and memorizes them. In addition, there are remaining 03 elective skills in the skills: Time management skills and work organization; Problem solving and decision making skills; Creative and critical thinking skills; skills works independently and works cooperatively; Self-management skills.

In addition, many universities are currently researching and designing soft skills training programs for students, but they have not been officially taught in their training programs.

The current situation of management of the construction and organization of implementation of the action plan of soft skills education for students

The planning to organize the management and implementation of soft skills education activities for students at universities in the Mekong Delta is currently mainly conducted in two ways: The first method: For universities that have not yet included the subject soft skills in their training program, the plan to implement soft skills activities for students is integrated and combined in extra-curricular activities and activities. Union. The building of plans in the direction of integration and combination is still quite popular in schools today; The second method: The plan to implement soft skills education activities for students is specifically built, by the center or department in charge of soft skills education activities for students.

According to the results of practical research in many universities in the past time, the planning of organizing activities of education on soft skills education for students is carried out in many different ways such as: The school develops a plan to educate all soft skills education for students. and deploying and applying for the whole school; the faculties self-study to develop educational plans for the necessary skills for students according to the characteristics of each training major; the school develops a specific education plan for each soft skills so that students can register themselves according to their interests, when the number is sufficient, they will implement them; the school develops an educational plan of necessary skills according to the specific requirements of students; the school only builds educational plans for those skills that the school deems necessary for students; the school only builds educational plans for those skills

for students that the school has the strengths and best conditions for implementation; The school only builds educational plans for the most necessary skills for students on the basis of receiving feedback from employers and former students.

The reality of implementing soft skills education activities for students at universities in recent years has been summarized, many schools have determined that the development of a plan to organize management and implementation of soft skills education activities for students needs to be associated with The training majors in the faculties are the most effective. The purpose of the activities of educating students on soft skills skills is for students to maximize their professional capacity in the future, so equipping them with soft skills also needs to be closely associated with the expertise being trained.

The implementation of the action plan of soft skills education for students at universities is carried out according to each academic year. For schools with centers or departments that are assigned the task of organizing

soft skills education activities for students, they will make a plan at the beginning of the school year and then notify all affiliated units in the school and execute the plan.

The implementation of soft skills education and training plans for students in schools that do not have a specialized department is mainly done through the development of extracurricular plans, visits, and internships, as each faculty develops its own plan for the unit. me; then submit it to the School Board for approval of the plan and budget for implementation. In addition, the schools also assigned the Youth Union and Student Union of the school to develop plans and arrange an appropriate time to deploy movement activities aimed at educating students on soft skills such as contests, sports festivals, camps, etc.

In order to have a basis for surveying the effectiveness of the soft skills education activities of students, we have collected opinions from the management staff of the universities and the employers employed by the universities. The evaluation results are as follows:

Table 2. Evaluating the effectiveness of management and implementation of soft skills education for students

Content	Contents of assessment results			
	Very good (%)	Good (%)	Average (%)	Poor (%)
Management staff of universities evaluate the effectiveness of management organization and implementation of soft skills education activities for students to meet the output standards	5,0	40,0	50,0	5,0

At present, the plan to implement soft skills education activities for university students do not have a specific and closed process to turn soft skills education into a professional activity and high efficiency. Although some schools are now interested in planning and organizing the implementation of the plan of soft skills education for students, some teachers, including students, still have the notion that soft skills education activities are only

supportive for training activities, there is no importance in the general training of a university. Since then, the implementation of soft skills education activities for students is still very dependent on the school's main professional training plan, in which there are some cases where the school's soft skills training center has announced the students unlock the phone but there are not enough students to do the training due to the same schedule of credits of too many students.

On the basis of the process of planning and implementing the plan of soft skills education for students at universities. We have researched and investigated the

effectiveness of this activity on the student's output standard.

Table 3. Evaluation of student's soft skills by universities

Content	Result of Evaluation			
	Very good (%)	Good (%)	Average (%)	Poor (%)
Agencies, companies, and businesses in the assessment of students' SOFT SKILLS - output products of universities	8,6	28,2	58,3	4,9

The results of the survey have shown that the effectiveness of soft skills education activities for students at universities is only average - good. Although in recent years, many schools have actively implemented this activity, but the effectiveness of the implementation is still modest compared to the expectations of managers and employers.

One of the factors that play a significant role leading to the effectiveness of the teaching and learning activities for students at universities is the direction, administration,

and organization of the implementation of the plan by the management staff of the universities. The teaching staff evaluated the school's leadership as follows:

Through survey data, only 10.8% rated the school's leadership as good; 38.6% is good and 47.0% is average. This situation has shown that the work of directing and implementing soft skills education activities for students at universities is currently not synchronous and not highly concentrated. The main reason is that the current activities of teaching soft skills for students have not been included in the main content and important jobs at universities.

Table 4. Evaluate the school's leadership in implementing plans and activities related to soft skills education for students

Content	Result of Evaluation			
	Very good (%)	Good (%)	Average (%)	Poor (%)
Teachers evaluate the direction of the school in the implementation of the plan and activities related to the education of soft skills for students.	10,8	38,6	47,0	3,6

Therefore, although the management team is interested in this work, it is only secondary. In the current universities, in addition to the number of schools that have a

specialized department for training and training for students, the direction is more focused and thorough than in schools without a specialized department. For schools that do not have a specialized department in the field of

soft skills education, the main responsibility belongs to the Student Affairs Department, the Youth Union, and the Student Union. However, the work of directing the teaching and learning activities for these units is only a generalization, not going into specific details because these units still have many other tasks to perform.

The work of collecting opinions to contribute to the implementation of activities of soft skills education for students is also rarely organized by universities, most of the units assigned responsibility in this field are in charge of the entire work. . It is this situation that also leads to the limitation that few good ideas and ways of improvement are received to improve the efficiency of management, and to deploy the activities of teaching and learning skills for students.

Through practical research, it has been shown that the implementation of the plan of activities of soft skills education for students at universities in the Mekong Delta has not yet focused on management according to specific processes. Therefore, the added value of the quality of soft skills education activities for students is still modest because the school has not been able to strictly manage the input quality and output quality of the students after the training process at the school. It can be said that this is one of the important limitations leading to the limitation of the quality of soft skills education activities for students at universities today.

Actual situation of management of organization of soft skills education activities for students

i) Organize educational activities for students through specialized classes in soft skills training. Through research, only 20% of universities have organized training courses for students in soft skills. For students of universities that organize training courses on self-study, they will have many advantages in equipping them with basic knowledge about necessary skills, and especially students who are equipped with methods and methods by teachers to help students know how to do this. self-training and equipping soft skills for themselves after completing the program of soft skills training courses. In some universities today, soft skills is organized to teach students combined in English communication class; Through this class, students are equipped with communication skills in English combined with a number

of skills such as: presentation skills, rhetoric skills, negotiation skills, problem solving skills, decision making skills, telephone communication skills .

Organization of soft skills education for students through specialized soft skills training classes, students have a basic foundation in soft skills. However, at present, it is still very limited in many universities. According to the survey results, many students assess that this form is the most effective and effective in forming and developing student's self-study skills, but the quality training class must have the same quality as having professional teachers, training methods, etc. Active training, fully equipped support facilities.

In summary, this is one of the most effective forms of soft skills education for students, but the implementation of this form is still limited, the number of universities that organize this form is still very small.

ii) Organize educational activities for students through integration into the teaching process

According to the teaching staff of schools, the work of integrating education and training the necessary skills for students right in the professional teaching process is generally still limited; good assessment results have 3.6%; the average level is 38.6% and the average level is 54.2%. The management team also has the same opinion as the teacher; up to 45% rated at average level; 37.5% is good and good is only 17.5%.

In addition, according to our survey, the reason why teachers have not widely applied active teaching methods in training is to combine the integration of soft skills education for students even while teaching their profession. The results of the survey of the respondents according to the level of agreement from medium to high and very high are because the class is too crowded, making it difficult to apply these methods (93.7%); because students are passive, rarely express opinions (90.4%); because teachers have not encouraged active learning (87.4%); due to insufficient time (92.8%); because students rarely seek information (86.3%)... In addition, the comments also say that the tables and chairs are not suitable for applying active teaching methods (56.2%).

Through surveying the situation, we found that teachers of universities have made a lot of efforts in integrating and integrating soft skills for students right in the curriculum. Specifically, teachers regularly innovate teaching methods in the direction of promoting the activeness of students, reducing unnecessary theoretical hours; integrate the teaching of soft skills for students into each subject in a reasonable way and promote useful activities outside of class time.

The above-mentioned practice has an important reason because the teaching staff themselves are still limited in mathematical skills as mentioned, moreover, the number of teachers in schools today is also less trained, trained in mathematical skills as well as in nested methods.

incorporating soft skills in the professional teaching process.

iii) Organizing soft skills education activities for students through activities of Youth Union, Association, collective activities and extra-curricular activities

Activities in the movement will be of great help to mature and well-trained students. The practice of soft skills can be done in the process of participating in activities such as: competitions, discussions, seminars, presentations in front of a group of problems, participation in big games in camps, conferences, and seminars. Sports and cultural activities, MC host the program.

Table 5. Assessing the impact of the movement on soft skills education for students.

Subject evaluation	Impact assessment results of movement activities to the education of soft skills for students at universities in the Mekong Delta			
	Very enormous (Ratio %)	Enormous (Ratio %)	Average (Ratio %)	No impact (Ratio %)
Managers	17,5	40,0	40,0	2,5
Teachers	2,4	34,9	59,0	3,7
Students	7,2	38,7	51,1	3,0

However, a common situation that has a considerable influence on the movement activities in universities today is because in the condition of traditional credit training, the traditional classroom is no longer available, but instead is a partial class. Therefore, gathering students to participate in the movement is more or less difficult, in addition, the student's class schedule is overly complicated, so it affects the time to participate in movement activities organized by the Youth Union and Student Union of the school organization. A part of students today is also less interested in participating in school's movement activities, but participate in the favorite activities of a group of students, so it also negatively affects the effectiveness of movement work at school current universities.

The impact of movement and extra-curricular activities on the education of soft skills for university students, as assessed by the surveyed subjects, is only average. In the current university conditions, the work of education of soft skills for students is expected a lot from the movement activities of mass organizations because mass activities are the most favorable environment for activities for students to be independent training soft skills for themselves. However, reality shows a modest result about the impact of movement activities.

iv) Organize self-education and self-study activities for students

The process of self-training soft skills of students is very important in contributing to the formation and

development of soft skills for each student. It can be determined that this is a decisive and indispensable form for the activities of teaching soft skills for students. However, in fact, up to 57.1% of surveyed students self-assessed that their soft skills achieved good and good level. Due to the subjective judgment, it has led many students to still underestimate the self-training of their own soft skills.

Stemming from the incomplete awareness of the importance of soft skills as mentioned above, the sense of self-discipline of students in schools is still limited. Therefore, the form of soft skills education for students through the process of self-training focuses only on students who are dynamic, properly aware of the importance of soft skills for their future careers. Many universities today have not yet implemented the management of knowledge and skills education activities for students according to the process. Therefore, the process of implementing steps and specific tasks at each stage still overlaps between units and departments in the school, sometimes the implementer is not fully aware of the responsibilities of the individual and the individual. me. This is also the reason why the coordination and mutual support between the units in the process of organizing and implementing soft skills education activities for students of universities has not achieved good results.

The current situation of management of construction and development of the team working in the field of soft skills education for students of universities

Commenting on the force that can educate, train and help university students to develop SOFT SKILLS has many different opinions. For management staff and teachers with the same opinion that teachers and staff working in mass organizations at universities are the best force to teach soft skills to students, up to 90% of management staff evaluate teachers as teachers who teach soft skills to students. the best, 75.9% of teachers rated themselves as the best teachers of soft skills. As for the students themselves, they think that the experts who teach soft skills at training centers and coaches are the best and have the best quality because they have special talents and training skills for students. In particular, 88.7% of enterprises have the common opinion that they are the staff of mass organizations; experts on soft skills in

training centers, training soft skills; enterprises employing workers; Former students of the school who have achieved success in their careers are the ones who can best teach soft skills to students.

The survey results show that currently, no university has a team of teachers dedicated to studying soft skills for students. The schools have not yet developed a strategy to develop a team of teachers specializing in soft skills training. Currently, many universities are focusing on teachers having to take measures to integrate, develop professional capacity, and self-study skills for students during regular hours and extra-curricular activities. Surveying the current status of this work management in universities, the results show that the school has a process of developing professional competence for students of pedagogy. In some universities, foreign teachers have been used to teach communicative English in combination with teaching soft skills for students organized by the school's Foreign Language Center.

The work of developing the teaching staff to teach soft skills for students at universities has been concerned for many years. The current situation of the teaching staff teaching soft skills for students of universities is not synchronized and has not been paid attention to professional development. The work of training and developing the teaching staff of soft skills at schools has not yet been focused. In addition, the training and development of skills for teachers has not been paid attention by schools.

The management work of fostering integrated methods of training soft skills for students in the professional teaching process of teachers, although implemented at some universities, the effectiveness is still limited. The number of teachers who know how to integrate soft skills into the teaching process is less than 50% of the total number of teachers.

The management of the activities of the academic staff to contribute to helping and creating conditions for training and developing skills for students has not received due attention. The school only pays much attention to the academic management of the curriculum. Therefore, the current teaching and learning team has not contributed much to the process of training and developing students' skills.

The management of association and coordination activities with companies and enterprises is interested in implementation by many schools. The organization and invitation of companies and businesses to the school to attend seminars, thematic reports on educational activities and practice skills for students are also often organized by schools. According to the survey results, 67.5% of the students attended and approached companies and businesses during the training process at the university. However, the organization for companies and businesses to directly go to school to train some necessary skills for students has not been organized much, and the effectiveness of this activity is still not high.

The work of developing staff of the Youth Union and Student Union at the school is interested in implementation. Specifically, through the survey, the staff of mass organizations in the schools all go to professional training every year. The union staff also organized many movements for students to participate. However, the training of SOFT SKILLS and the training of organizing activities for the direct purpose of educating, training and developing the soft skills for students has not been organized much. Therefore, the majority of mass activities in schools are still movement, heavy on form and surface. In addition, the monitoring and management of the number of passive students who are afraid to participate in collective activities has not been focused and strictly controlled. This limitation still does not have an effective solution to bring the number of passive students closer to collective activities to have more conditions for training and developing soft skills for themselves.

The management staff and teachers of the schools are in high agreement with the statement: if you want to educate the students with good knowledge, first of all, the lecturers, the staff of the Youth Union and the Student Union of the university must be knowledgeable and proficient in the knowledge and skills of the students. Having 95% of management staff; 89.2% of teachers agree and completely agree with the above statement. With this assessment, there is still much work to be done to improve the skills of teachers, unions and associations at universities.

Current status of management of necessary conditions and creating a favorable environment for education activities

i) Actual situation of facilities management, conditions to ensure soft skills education activities for student. Regarding the material facilities and the conditions for serving the teaching and learning activities for students, compared with professional training, it is simpler and less expensive. However, the interest in investment and management has not been paid due attention by the school's management staff. Therefore, material facilities serving education, soft skills education activities for students of universities has not yet met the demand.

The management of planning the construction of specialized classrooms; procurement, facilities and equipment for material facilities education have not yet been included in the school's overall plan. The current equipment work is only "patchwork", the equipment is fragmented and not synchronized. According to the survey results, there are few schools equipped with material facilities, suitable equipment and meet the requirements of opening material facilities classes for students.

The application of information technology, electronics and telecommunications in the management of education and training activities for university students is still quite limited, mainly using conventional electronic devices such as amplifiers, speakers in the rooms. learn. Management work, directing investment in procurement and application of modern technologies to the activities of teaching soft skills for students have not been focused on implementation by schools.

ii) Actual situation of management of construction of educational environment, training of skills for students at universities. The organization of extra-curricular activities, creating an educational environment, and practicing skills for students at universities have all been implemented. However, up to 40% of managers and 59% said that the effectiveness of the Youth Union and Student Union's movement activities is at an average level, many activities are still superficial, many passive students are still not active. enthusiastically, enthusiastic participation and especially the aim is to aim at teaching soft skills for students of only average level. Through a survey of the

actual situation, it was shown that schools that have regulations on output standards for social work activities, students at these schools have more favorable conditions and environments in the process of self-education and self-study skills. . Students do not have many conditions to directly participate in practical work activities taking place at enterprises. Therefore, students have not yet been able to experience the necessary skills for business needs and of course, students have not been able to practice many skills for themselves during their internship in the working environment of enterprises.

The current status of the management of the inspection and assessment of soft skills education activities for students

Many universities have not yet developed a plan to test and evaluate the results of all activities of material facilities education for students in each academic year. Therefore, it is not possible to measure the effectiveness of the management of soft skills education activities for students at universities.

The content requirements of the assessment of the management of the activities of early childhood education for students at universities have not been clearly defined. Therefore, it is not clear the shortcomings in the management, direction and implementation process of education activities for students at universities.

The work of equipping the qualifications and capacity for staff to carry out the inspection and evaluation of soft skills education activities for students at universities has not been paid enough attention and deployed satisfactorily. The staff performing this work are mainly assigned by working position, have not been trained and fostered in capacity and quality when performing the inspection and evaluation of soft skills education activities for students.

The organization of assessment of soft skills of students at universities still lacks a set of tools and standards for assessment. The way to carry out the inspection and evaluation of the process of organizing soft skills education activities for students is still simple through synthesizing and reporting data and the quality of the NTM training classes at the schools. The main reason is that the method of testing and assessing students' self-

study skills has not been researched and built to suit the requirements of assessing students' theoretical knowledge of mathematical skills and practice, expressing each student's knowledge of each subject.

### **Management solutions to improve the effectiveness of soft skills education for students at universities in the Mekong Delta**

Developing programs, developing soft skills education plans, creating favorable conditions suitable to the socio-cultural conditions of the Mekong Delta to ensure that university students have the best conditions to training and forming soft skills

Objectives: Develop programs and plans to educate students on soft skills in order to determine the content of the skills that need to be taught and trained for students, and at the same time reduce instability in the implementation process, predict changes within the school as well as the external environment and consider their effects to come up with appropriate response solutions.

Meaning: Planning is one of the tools that play an important role in coordinating the efforts of members in an organization. When all the forces involved in the activities of educating students on soft skills in the school know what they will need to contribute to achieve the goal of equipping them with knowledge and skills, they will certainly work together and cooperate. and work in an organized manner. If the plan is lacking, the trajectory to the goal of the activities of soft skills education for students at the university will not be effective. Planning to reduce overlap and wasteful activities of the school's resources for the purpose of teaching soft skills for students. When planning, the goals have been determined, the best methods to achieve the goals have been selected, so it will use resources effectively, minimize costs because it actively in the planning activities. operate efficiently and appropriately. Planning establishes the standards that facilitate highly effective testing. Specifically identify the contents of teaching soft skills for students, thereby designing the duration and arranging the necessary conditions for the teaching of soft skills for students to come into effect. Determine the way, the way to implement the activities of teaching and learning skills for students.

Content of the solution: Research and develop a program of education for students in the field of knowledge and skills in accordance with the characteristics of the university's profession. Implement specialized training program, training soft skills for students. Design and implement a specific curriculum for the purpose of developing soft skills for students. Develop and implement a plan to organize educational activities for students.

Ways to implement the solution:

i) Research and develop a program of education for students in soft skills training in accordance with the characteristics of the university's majors and the Mekong Delta region.

The soft skills education program for students needs to be researched and built in accordance with the characteristics of each school's profession. The soft skills education program for students at the university is designed at 45 periods, equivalent to 2 credits, including 1 theory credit: 15 hours and 1 practical credit: 30 hours. About the number of skills proposed to be taught in the program is 5 skills. These skills are considered essential to equip students in the current context. The remaining 5 soft skills will be integrated and equipped for students in the process of professional teaching in the classroom. In which, universities should stipulate 2 compulsory skills that all students must study and practice; The remaining 3 skills are selected by students to suit the characteristics of the profession, capacity and forte of the student.

Through the results of practical research, we propose 2 skills that are necessary and compulsory for all students to learn and practice from the first year: communication skills - behavior skills, teamwork skills.

ii) Implement specialized training program, training soft skills for students

In each semester, the Faculty needs to review and plan the study of soft skills for students. The faculty provides a list of students and coordinates with relevant departments in the school to organize a soft skills training course for students right at the school.

The soft skills course must be taught and trained by professional teachers or teachers who have been trained and fostered in soft skills training methods. After this course, students can continue to monitor and evaluate their ability to practice and develop their own skills after the course.

This method would be very expensive and time consuming. However, with a professional training method, it will allow teachers to monitor the progress of students and especially create confidence for students, which is an important foundation for students to quickly progress.

At the end of the course, teachers need to create favorable conditions for students to have contact with teachers, for the subject of soft skills education, teachers need to be close, share, motivate and empathize with learners. If this is done, students will naturally confide in teachers when they feel that their soft skills level is unsatisfactory, from which teachers will have the most appropriate way to foster and support students.

iii) Design and implement a specific course program for the purpose of developing soft skills for students

Faculty of Student Studies at the university can research and provide independent courses that give students the opportunity to develop soft skills on a formal basis. These courses are independent and elective courses, such as: learning to be a manager and leader, learning to be an entrepreneur, learning to be a speaker, learning to be a negotiator, learning to be a diplomat.

For these specific subjects, the Faculty of Student Education researches and develops the program and proposes to the school for implementation. There is this subject that is highly applicable and prone to handling practical situations. This is a very favorable condition and environment for students to practice and develop their own skills.

Students can choose to study these specific subjects in any semester, students can also refuse to enroll in these subjects, as they may have their own preferences. In this case, the role of academic advisor is essential to advise students to make the right choice.

iv) Develop and implement a plan to organize activities of soft skills education for students. The plan of soft skills education for students must be clearly defined in terms of the purpose and requirements to be achieved by the soft skills education activities for students. Specifically, the purpose must clearly state the purpose of improving the quality of training, meeting the output standards of students set by the training school. Regarding the requirements of teaching soft skills for students, it is necessary to create favorable conditions for learners, ensure the conditions of physical education, the conditions of the teaching staff of soft skills teaching. Regarding the time to organize teaching soft skills for students, it should be organized by semester in the school year. In the general training conditions of the current universities, activities of teaching self-study skills for students only focus on conducting in semester 1, the time of semester 2 is for students to train themselves to form skills. The place to organize the soft skills training class for students should be arranged in a classroom with sufficient conditions to ensure the space for organizing theoretical teaching activities and practical training of soft skills for students. In particular, the venue should have audio-visual equipment and tables to support soft skills training activities. It is necessary to coordinate with many relevant units in the school to determine the time and place to organize the school's movement activities and extracurricular activities for the purpose of teaching soft skills for students. The customer must clearly identify the school-level steering committee when conducting the training of soft skills for students. The Head of the Steering Committee must be a member of the School Board of Directors. Customers need to clearly state the order of tasks and assign people to perform. The main responsible department or unit should actively coordinate with the Training Management Department, the Examinations Department, and the Equipment Management Department to arrange classrooms, equipment, and exam schedules for soft skills classes. These specific jobs need to be assigned specific tasks for each person. Customers need to clearly state the announcement of enrollment and promotion of soft skills training activities for students in order to spread to many people about this activity. Specific regulations on registration time and tuition collection for students when participating in soft skills training classes. Customers need to specify the duration of the course from the start

date to the end date. In which the skills taught to students include which skills, the number of lessons of each skill, the number of lessons of each skill, the number of open classes of each skill. Specify the time and place to organize the test and assessment of students' soft skills in each course. Specifying the organization, individual and time for registration, class list management; profile classes management; enter and aggregate scores; Print, issue certificates to students who pass the test and assessment.

The daily living environment of students that can organize soft skills training for students is the student dormitory. Through a survey of the current status of universities, there are not many activities in student dormitories suitable to the characteristics of the dormitory to attract students to participate. Most extracurricular activities are only organized in the study area of the university. Environment for training soft skills for students through visits and internships at enterprises. Universities now organize activities, linking the training process at the school with businesses.

Conditions for implementing the solution: In order to implement this solution, universities must be able to build: Specialized training programs for soft skills students; support programs combined with soft skills training for students outside of regular school hours; organizes soft skills activities of teaching knowledge skills for students at the same time associating with a training plan on methods of integrating and integrating knowledge skills training for students in the professional teaching process of teachers. At the same time, schools must prepare human and material resources for the process of implementing the plan; The determination of managers, teachers, mass organizations and students also plays a very important role in the results achieved.

Organizing and directing educational activities and training soft skills for students according to a certain process, suitable to the socio-cultural characteristics of the region.

Objectives: Implement measures to educate students on self-study skills and at the same time help students self-educate and train self-study skills through activities. Organize management and strictly control all work that

takes place during the implementation of soft skills education activities for students of universities.

**Meaning:** Set up the method of management of soft skills education activities for students according to the process, based on the classification of activities according to the process. The processization will build the management documents in a systematic way, unifying the implementation steps. The processization helps the management subject and object to self-control the process of doing the job through building the process flowchart, identifying the control points. The process of teaching, learning, and training soft skills for students will help manage small stages well in the process of implementing soft skills education activities for students; define in detail the tasks and requirements of each department and individual. In particular, the processization will clarify the links, coordination and mutual support between departments and individuals in the chain of systems that carry out the activities of teaching soft skills for students at the university. Take advantage of all the conditions and environments available at the university to focus on the goals of education, training and development of skills for students. Develop specific ways and methods to implement soft skills education for students right during their time at the university. This is the method of teaching soft skills for students according to a continuous process, there is an impact, mutual complementarity between the educational pathways and formation of skills for students.

**Solution content:** Set up the process of managing educational activities, training and developing student's knowledge. Training and developing soft skills for students by integrating them in the subjects of the professional training program. Training and developing soft skills for students on the basis of extra-curricular activities. Training and developing skills for students on the basis of activities taking place in the living environment of students.

**How to do the solution:**

i) Establish the process of managing activities of education, training and development of student's knowledge and skills

The process of managing educational activities, training and developing student's knowledge and skills includes the following 12 steps:

+ ) Step 1: Set up a plan to organize teaching, learning and training skills for students

- Unit/individual in charge: Head of Training Department

- Unit/individual that coordinates or participates in implementation: Department/unit in charge of teaching soft skills for students (if any).

+ ) Step 2: Approve the plan at the school level

- Unit/individual in charge: Principal/Vice-principal in charge of telephone.

- Units/individuals that coordinate or participate in implementation: Head of Training Department, head of department/unit in charge of teaching soft skills for students (if any).

+ ) Step 3: Teachers register to teach and students register for classes

- Unit/individual in charge: Telephone Department.

- Units/individuals that coordinate or participate in implementation: Dean (with student training), faculty professor, head of department/unit in charge of EM education (if any).

+ ) Step 4: Implement soft skills. teaching and learning activities

- Unit/individual in charge: Teacher of soft skills

Units/individuals/individuals/individuals/individuals/individuals/individuals/individuals/individuals/individuals/individuals to cooperate or participate in the implementation: Training Department, faculty teachers, students registered to study soft skills.

+ ) Step 5: Check and evaluate the results of students' soft skills learning

- Unit/individual in charge: Teacher teaches soft skills.

- Units/individuals coordinate and participate in the implementation: Faculty teachers, students studying soft skills

+) Step 6: Issue certificate of completion of soft skills course to eligible students.

- Unit/individual in charge: Telephone Department.

- Units/individuals that coordinate or participate in implementation: Students register to study SOFT SKILLS, department/unit is in charge of educational activities for students (if any)..

+) Step 7: Guide students in measures to self-train and develop their skills and organize training and development activities

- Unit/individual in charge: Colloquium, teacher teaching soft skills.

- Units/individuals coordinating or participating in implementation: Professional teachers, students who have completed the soft skills course.

+) Step 8: Students take advantage of conditions and opportunities for self-training and developing skills

- Unit/individual in charge: Students have completed the soft skills course.

- Units/individuals that coordinate or participate in the implementation: Professional teaching teachers, teaching activities, teachers teaching soft skills.

+) Step 9: Students submit a request for assessment of soft skills and make a list of students.

- Unit/individual in charge: Students have completed the soft skills course.

- Units/individuals that coordinate or participate in implementation: Training Department, unit/department in charge of NTM education activities (if any).

+) Step 10: Check and evaluate student's soft skills.

- Unit/individual in charge: Teacher teaches soft skills.

- Units/individuals coordinate and participate in implementation: Faculty teachers, registered students.

+) Step 11: Announce the list of students with soft skills meeting the school's output standards

- Unit/individual in charge: Training Department.

- Units/individuals that coordinate or participate in implementation: teachers of soft skills education, faculty of faculties, students registered for assessment of soft skills

+) Step 12: Evaluate the results of the activities of teaching and learning skills for students

- Unit/individual in charge: Principal/Vice-Principal in charge of phone calls.

- Units/individuals that coordinate or participate in the implementation: Training Department, units/departments in charge of soft skills education activities (if any), teachers of soft skills-based education, teachers of faculties, and students.

ii) Integrate education and practice skills training for students in the subjects of the professional training program

Teachers can integrate development of soft skills for students in existing curricula. This is probably the most practical way in the formation and development of soft skills for students, while hardly changing or changing the structure of the current training program. In this model, students develop soft skills throughout their entire course duration.

The task of the Faculties is to determine which subjects can be integrated with more or less soft skills, on that basis, to orient teachers to teach subjects with a high volume of soft skills integration that need to focus on investing in integrated methods. suitable and effective.

Teachers must consciously research measures to integrate soft skills into lectures for effectiveness and student assessment methods. While students need to be informed about what requirements they will be assessed and how they will be assessed. In this model, teachers play an important role in implementing and evaluating aspects, teachers must be creative in designing their teaching modules to incorporate related skills. The teacher's teaching method is student-centered, where the student will actively participate in the learning process, while the teacher takes on the role of a facilitator, stimulating,

supporting the learning process, research Student research and training.

Teachers of universities today need to strengthen the application of active teaching methods, creating favorable conditions for students to practice self-study skills such as:

- The brainstorming method helps students in a short time generate many ideas, many assumptions about a certain problem, including many creative ideas. This method can help students develop creative and risky thinking skills; KN thinks and works independently.

- The method of thinking - pairs - sharing is done by having students read together or think about a topic, then students sitting next to each other can exchange ideas and experiences. each person for a certain amount of time, then shared with the whole class (Lyman, 1987). This method can help students achieve skills such as: communication skills; Thinking skills, critical thinking.

- Teaching method based on problem solving: helping students both grasp new knowledge and grasp the method of acquiring that knowledge, develop active and creative thinking, and be prepared with an appropriate competency. response to social life, timely detection and reasonable resolution of problems (Hmelo-Silver, 2004). This method can help students achieve skills such as: problem solving skills; decision making skills; KN resolves conflicts.

- Group work method: help group members share their concerns and experiences, build new awareness together. By saying what's on their mind, each person can clearly see his or her level of knowledge on the subject matter, seeing what he needs to learn more. Lessons become a mutual learning process, not a passive reception from the teacher. This method can help students achieve skills such as: teamwork skills; communication skills; Management skills and leadership.

- Role-playing method: is to organize for students to practice some assumed behavior situations. The method of role-playing makes students interested and attentive; creating conditions for students' creativity, encouraging the change of students' attitudes and behaviors according to ethical and socio-political behavioral standards, the

impact and effectiveness of words can be immediately seen. or the employment of the roles (Kritzerow, 1990). This method can help students achieve skills such as: communication skills; Critical thinking skills; Critical thinking skills; skills to approach the problem; own skills and attitudes; adaptive skills; Knowledge of management of change and transition.

Attention should be paid to continuous training and retraining for teachers on teaching techniques so that teachers are equipped and strengthened with teaching skills in accordance with the integrated teaching model of expertise and soft skills.

iii) Establishing a favorable environment for students' education, training and development of skills at universities

+ Training and developing skills for students on the basis of extra-curricular activities: Soft skills can also be developed indirectly through support programs, which are not part of the official program. These activities are informal, but indirectly help students in developing their personality; Faculty-level extracurricular programs allow students to explore their interests. Students can choose and register for extracurricular programs proposed by the Faculty in connection with their interests and needs; Faculties can also play an important role in enhancing students' skills with extra-curricular activities such as: organizing seminars, competitions, conferences, forums. When organizing, the Faculty also needs to pay attention to support and encourage students who are passive and not active; Faculties also have a different approach that is to organize activities on weekends such as visiting social protection centers, organizing games between faculties...; Extracurricular activities to educate and develop self-study skills for students need to be organized and implemented at Faculty level because Faculty-level activities are directly and closely related to students; The Youth Union and Student Union of universities researched, designed and implemented many practical movement activities towards the goal of education and training of soft skills for students in parallel with the main training program.

+ Training and developing skills for students on the basis of activities taking place in the living environment of students: At current universities, most students stay in

dormitories for the duration of their university studies. Therefore, schools need to pay attention to organizing and planning activities in the student dormitory area. The regular organization of activities in the student dormitory area is to create an environment for students to practice soft skills; In the dormitory area, students can organize a variety of activities such as: debate contest on an issue, rhetoric contest, contest "who is a good manager", art competition, sports, drama performance, etc. camping, folk games, etc. to increase social interaction among students. Through these activities, students will form leadership qualities, teamwork, and business ownership, and those qualities are continuously nurtured to form and develop students' soft skills.

+ ) Training and developing soft skills for students on the basis of internship activities in the working environment of companies and enterprises located in the area: The working environment at companies and enterprises is a vivid practice to train soft skills for students; The training program for students at universities needs to be designed with a lot of time so that students can practice and approach practice at companies and businesses in the area. Universities need to develop training coordination plans between schools and businesses. This cooperation is a very favorable condition for students to soon experience and practice the necessary skills for themselves; The design of training programs for students at enterprises also helps students to form an early awareness of the necessity and importance of educating, training and forming self-employment skills to meet the urgent requirements of students. practical work in the current socio-economic context; Implementation conditions: Faculties with faculty members actively participate in research, design activities, create an environment and conditions for students to self-educate and practice skills. The participation in movement organization of the Youth Union, the Student Union at the university must be active, practical and must be carefully planned. The curriculum team must pay close attention to the class activities, timely advise and help.

Improve the testing and evaluation of soft skills education activities for students

Objectives: To determine the results achieved through the implementation of soft skills education activities for students at the university. Through the inspection results,

it will help the management subject to understand clearly the management object and object so that they can take measures to help and create conditions for the subjects to perform the task well to complete the work assigned by the management staff.

Meaning: Inspection and evaluation is an important component in educational activities, the final stage of the management function. On that basis, it helps to provide feedback on the results of the whole system of implementing soft skills education activities for students at universities, and plays an active role in adjusting the system if there is any deviation. It is an important basis of the educational management innovation process at universities. Checking the process of organizing educational activities for students is to monitor the implementation of the plan. Help management staff collect and process timely information from practice, as a basis for the guidelines, solutions, and directions to follow in the management of soft skills education activities for students at universities. Make the right, scientific, practical decisions to effectively implement the soft skills education activities for students at universities such as decisions on resources, decisions on teaching staff, decisions on programs and methods of developing soft skills for students. Examining and evaluating students' soft skills makes teaching and learning activities at universities more relevant to reality, stimulating learning for students, and motivating students to study more actively. Promote self-assessment ability of students in general and self-assessment of self-assessment skills. Check and evaluate in order to improve the quality of all stages of education activities for students at universities.

Content: Improve the way to conduct the inspection and assessment of the process of organizing the activities of teaching and learning skills for students. Determining the content requirements for evaluating the management of teaching and learning activities for students at universities. Equip qualifications and capacity for staff to conduct inspection and assessment of soft skills education activities for students at universities. Determine the method of testing and evaluating students' soft skills. Design a toolkit to test and evaluate the SOFT SKILLS of university students. Develop requirements when using the practice method of assessing student's SOFT SKILLS.

How to do the solution:

i) Improve the way to conduct the inspection and assessment of the process of organizing soft skills education activities for students

Tests and evaluations are conducted according to the periodic plan and at the same time combine the unexpected test methods to evaluate the results objectively, truthfully, and reflect truthful information for the school.

Inspections should be paid attention to and carried out regularly, helping universities to understand the situation and progress of the implementation of the action plan of soft skills education for students. Through the inspection results, the management staff discovered deviations and omissions to promptly correct and adjust accordingly.

Inspection is associated with urging the implementation of the plan, ensuring that the planned schedule is on schedule.

The inspection must be carried out comprehensively and comprehensively of all stages, the processes of organizing and implementing the teaching and learning activities for students.

Inspection work must be carried out in a timely manner, conducted regularly and with a specific inspection plan, absolutely not done spontaneously. Checking and evaluating the activities of teaching soft skills for students at universities must ensure objectivity, accuracy and honesty. Testing must put efficiency first and must have a clear conclusion after each inspection.

Testing and evaluation activities need to ensure the publicity, attracting many subjects in the school to participate in testing and evaluation activities. It is from the masses, with the participation of a large number of people in testing activities, that will create an impact on the sense of self-examination of individuals and organizations related to the activities of education on self-studying skills for students.

ii) Determining the content requirements for assessing the management of soft skills education activities for students at universities.

- Evaluation of the planning work: In order to have good management, a plan must be made. The plan is the standard for departments: implementing, evaluating, checking - handling, improving.

To develop a feasibility plan, the following requirements must be met: Does the university have a process to manage educational activities and practice skills for students?; If not, with the current conditions of the university, what regulations should be in place, and how to build those regulations?; If management regulations have been introduced, are those regulations appropriate or not?

- Evaluation of the implementation of the plan: In order for the management object to perform well and to comply with the orientations given by the management subject, the management of soft skills education activities for students of universities must meet the following requirements following requirements: Are the regulations on management of soft skills education activities given to students clear, specific, and convenient for the implementation subjects?; Do the implementing subjects know and understand those regulations? How to maintain compliance with those regulations?

- Evaluation of the direction of the management staff: To evaluate the results of the teaching and learning activities for students at universities, it is necessary to consider the direction and administration of the management staff, it is necessary to ensure the following requirements: Does the direction and administration of the management staff adhere to the plan?; Is the direction and administration of the management staff tight and close?; Are the guiding ideas flexible and closely related to the arising reality?;

- Check, evaluate, handle: Check to detect non-conformity in the departments that implement the implementation of knowledge management activities for students at the right time, at the right time and offer a new reasonable handling method. ensure the effectiveness of teaching and learning activities for university students as well as eliminate the inconsistencies caused. (Nonconformities include: nonconforming work, nonconforming product).

To make a good assessment, the university must meet the following requirements: What are the standards to

evaluate and check the activities of teaching and learning skills for students?; Does the participant in the assessment and examination have skills or not?

- Improving the management method: The inspection and evaluation only solve the problem of detecting the nonconformity in time and providing a timely solution. The factor that determines the effectiveness of the soft skills education activities for students of universities depends a lot on: improving the management methods, improving the quality of soft skills education activities, improving the learning methods, training and developing the knowledge skills of the university students. SV.

iii) Equip qualifications and capacity for staff to conduct inspection and assessment of soft skills education activities for students at universities

Officers performing the inspection and evaluation of soft skills education activities for students at universities need to ensure the following criteria:

- Raise the sense of responsibility when conducting inspection activities.

- When detecting errors and shortcomings, it is necessary to have a frank, honest and fair attitude to recognize and properly evaluate the nature of the problem.

- Through testing and evaluation, it is necessary to encourage, praise and praise organizations and individuals that well perform their responsibilities and tasks of education and development of knowledge and skills for students.

- Through the inspection results, managers need to boldly adjust, including changing decisions to be timely and in line with practical requirements. Testing activities must be associated with performance evaluation. For the current activities of teaching knowledge skills for students at universities, the assessment needs to be carried out in the following 4 contents: Evaluation of the context and conditions for implementing the implementation of knowledge and skills education activities of managers, teachers, and students; Assessing the capacity of management staff, teachers, and students; Evaluating the process of teaching and practicing skills of teachers and

students; Evaluating students' soft skills results after going through the process of education and training.

iv) Determining the method to test and evaluate the student's soft skills

Examining and evaluating student's soft skills is asking students to show their acquired skills. The implementation method must ensure the following elements: Practice skills to ensure the correct process and sequence of steps have been determined; Implement the process to reach the level of mastery and become a skill; The achieved results meet the requirements set for each soft skills; Requirements on test and evaluation content must show the skills that students can perform; Assessing students' soft skills through practical situations, this method will help assessors have grounded and authentic data to evaluate the ability to apply theory to specific practical situations. This is also to meet the core goal of testing and evaluating student's soft skills.

v) Design a toolkit to test and evaluate the self-study skills of university students

Tools to test and evaluate student's soft skills need to be designed as follows: Check table: used to evaluate the process of demonstrating and presenting the student's soft skills. The checklist should have enough evaluation information such as: accuracy level, proficiency level, steps to be achieved, sequence of progress, time taken. The evaluator needs to focus on the important aspects of the soft skills goals the student makes for the assessment; Rating scale: Assessing student's skillset needs to build both a descriptive rating scale and a score rating scale. The assessment of student's soft skills when taking the soft skills training class needs to focus on evaluating according to a score scale to have a quantitative basis for issuing certificates to students who are eligible to complete the soft skills course. The assessment of student's soft skills when organizing a contest on soft skills, evaluating soft skills to consider graduation outcomes for students needs to be assessed in the form of scores and also in the form of descriptions to identify completely on the level of achieving soft skills of each student; Examining and evaluating student's soft skills is actually a method of testing students' practical skills. Assessment of practice associated with real situations should help students prepare for situations and will

perform better in those situations when repeated in their work and later life.

vi) Develop requirements when using the practice method of assessing student's soft skills

Some requirements when using the practice method of assessing student's soft skills: Must be able to check student's SOFT SKILLS through real situations. The test and assessment must be designed with the requirement that students must combine knowledge, skills, and ability to apply in practice; The test should be designed in accordance with the defined objective; Requires practice of solving and handling situations that need to be expanded in many ways to solve, showing flexibility and creativity in the application of soft skills of each student; The test should be moderate, should not be too difficult or too easy, and should encourage students to accomplish the goals and requirements of the test.

Some requirements for scoring criteria when evaluating: Must focus on important aspects of performance, reflecting learning objectives; Focus on observable behaviors or aspects of the product.

- Need to be described in detail, avoid ambiguity.

Once the criteria have been defined, it is necessary to devise different levels of performance, which are carried out according to the following steps:

- Specify the number of level classifications to be used for the evaluation, i.e. see how many different performance levels there are.

- Determining specific characteristics of each sample showing each level of performance, showing signs that there is a distinction between those levels.

- Provide indicators on a scale, which can be numerical or descriptive.

Implementation conditions: In order for inspection activities to be effective, managers need to regularly absorb accurate information and process it quickly. Develop a specific plan before performing the audit activity. Officers performing inspection and assessment

must be trained and firmly grasp the methods and methods of inspection and assessment.

Building and developing a team working on soft skills education for students of universities in the Mekong Delta

Objectives: Build human resources capable of meeting the requirements of soft skills education for students at universities, promote the role of human resources in universities and resources outside the society together to realize the goal of soft skills education for students.

Meaning: In the current conditions of fundamental and comprehensive renovation of the education system of the country as today, the training, fostering and development of lecturers in charge of education and training of soft skills for students at universities in order to meet the requirements. of practice is an urgent requirement. In addition, universities also need to pay attention to fostering integrated methods of education, training soft skills for students right in the process of professional teaching in the classroom. The training, fostering and development of teachers who are in charge of education and training of soft skills for students at universities in order to meet the requirements of higher education reform in general is a new issue, currently not many universities have implemented it. Therefore, perfecting teaching staff who are in charge of education and training of soft skills for students of universities will have a breakthrough in the innovation of higher education, having long-term strategic significance to comprehensively improve the quality of education activities. for students at universities, making an important contribution to the process of improving the quality of student training. Mobilizing and promoting the role of companies and businesses to participate in the activities of soft skills education for students at universities, contributing to socialization along with improving the quality of soft skills education activities for students.

Content of the solution: Conduct planning for a contingent of teachers specializing in teaching soft skills in universities. Deploying training, training a team of teachers specializing in teaching soft skills. Regularly fostering and improving soft skills and integrating professional teaching with soft skills for all teachers at universities. Promoting the role of enterprises, organizations and individuals outside of the school

participating in the activities of education on soft skills for students.

How to do the solution:

i) Carry out planning of teaching staff specialized in teaching soft skills at universities

Based on the school's tasks and development plans in each period to gradually add young forces to ensure sufficient numbers. The problem is that it is necessary to develop a plan for a team of teachers specializing in teaching SOFT SKILLS with a young age, so that universities need to have specific measures to choose: Assign faculties and groups to select subjects; Develop selection criteria; Develop policies for teachers who are included in the school's planning to support funding, but must have a commitment to long-term service for the school after training; It should be noted that the planning to train the teaching staff of soft skills must pay attention to the element of aptitude, not to be planned in a mass manner.

ii) Deploy the training, training the team of teachers specializing in teaching soft skills

Teachers teaching soft skills have specific expertise compared to all other majors. Currently, there is no school that has opened a training program for teachers specializing in teaching soft skills, but mainly centers specializing in teaching soft skills open short-term training courses to equip students with some basic skills.

In order to train a sufficient number and ensure the quality of teachers specializing in teaching soft skills, in the coming years, schools with SP majors need to study and build a model of training teachers to teach soft skills that the subjects recruited for training are experienced teachers. experience, talent and especially a lot of life experience, practical experience. The training time for these subjects is short, just focus on the training of soft skills and especially the method to effectively teach and train soft skills for students. The content of training for teachers to teach face-to-face skills needs to be associated with professional skills to both integrate teaching self-study with professional skills.

In addition to promoting internal resources to improve the quality of the teaching staff of soft skills. In order to keep up with the level of countries in the region and the world, it is necessary to expand international cooperation and increase the number of teachers who teach soft skills to be trained and practice abroad. It is necessary to have accurate calculations and choices in sending teachers to train and train abroad from the school's budget and the State's budget. These teachers, after being trained and fostered, will become leading teachers, passing on the knowledge they have learned to other teachers. Every year, it is necessary to have a detailed plan and budget for the training and retraining of teachers at home and abroad.

Only by diversifying the recruits and designing short-term training programs for teachers of soft skills will be able to solve the need for a team of teachers specializing in teaching soft skills for students in universities today.

iii) Regularly fostering and improving soft skills and integrated teaching methods with soft skills for all teachers at universities

The solutions on training mentioned above are to prepare a team of teachers specializing in teaching soft skills for the future. In the current condition when there is no teacher specializing in mathematical skills, the fostering of necessary skills and ways for teachers to both teach expertise and integrate soft skills education for students right in the lecture periods is an urgent matter that needs to be done immediately. . For effective implementation, schools need to focus on implementing the following contents: First of all, schools need to equip themselves with knowledge of soft skills combined with training so that teachers can form and develop their own self-employment skills; Following the training of soft skills for teachers, the training of teaching methods and methods of application to integrate and integrate soft skills into lectures and lectures for teachers is a very important job; The implementation of training for teachers needs to be carried out according to the faculty to associate with the profession, which will be more effective than the mass deployment for all teachers at the same time; Teachers need to improve teaching methods, boldly apply active teaching methods because teaching methods have a direct impact on dynamism, creativity,

and promote the process of self-study and self-discipline practice soft skills for students.

To achieve the above training objective, it is necessary to do: Standardization, regular training and advanced training for teachers; Schools need to invest in researching, developing training programs and improving the content of training soft skills in association with improving the ability to integrate integrated teaching while equipping and developing soft skills for students right away. in classroom lectures.

iv) Promoting the role of enterprises, organizations and individuals outside the school to participate in the activities of teaching soft skills for students:

Universities need to have a mechanism for companies and enterprises to participate in the process of compiling soft skills training programs for students, through collaborator conferences and scientific seminars. In today's practical conditions, this is a very effective way for universities to update their professional knowledge, skills, and qualities that businesses need in graduates.

The university builds a mechanism for successful alumni who are working at enterprises to keep regular contact with their previous training institutions. The school actively invites these former students to participate in discussions and exchange experiences about practical needs in companies and businesses today. These forums should be organized according to each university's training department and invite students of the faculty to attend. This is one of the effective and practical measures for both schools and businesses, especially through these forums, students will reflect on themselves what skills are lacking and how to do it. to equip themselves with soft skills. These exchanges are often extra-curricular, do not occupy the training time, so they are very feasible. In fact, there are still few universities interested in implementing this method. However, if the content of the university's activities and specific plans are included, the implementation results will be very good.

The school gives students practical internships to approach businesses from the time they are being trained in the school so that students can have early exposure to the reality of their future professions.

The school needs to strengthen the invitation of the owners of companies and businesses to participate in the assessment of students' soft skills and directly participate in teaching some soft skills or topics suitable to their capacity and strengths.

Established a Center with the function of specializing in research on training activities for businesses at universities with the coordination of activities of both schools and businesses. Centers and enterprises focus on research on: Training programs, training forms, and skills for students are really necessary in order to best meet the needs of high-quality labor resources of enterprises.

Conditions for solution implementation: Must prepare conditions in terms of time, means, personnel and finance to ensure good for all implementation process. Schools need to develop a mechanism to coordinate with agencies, companies, enterprises and enterprises that employ employees trained by the university to always survey and properly assess the capacity of output products that the school has provided. granted to society.

## Conclusion

Today, soft skills is very necessary for university students, especially for students in the Mekong Delta who are in dire need of soft skills education to better meet the requirements of employers in the current conditions. Our research has shown that, the management of soft skills education activities for students contributes to the improvement and enhancement of knowledge skills for students at universities because the management stage will govern and decide the whole effectiveness the results of the activities of teaching and learning skills in universities. The current soft skills education activities for students in universities in the Mekong Delta region need attention and improvement by the management staff at universities to improve the quality in all stages of implementation and all stages of implementation all departments and individuals involved during the implementation of soft skills education activities for students at universities. The effectiveness of teaching knowledge skills for students will improve when implementing synchronous application of scientific and practical management solutions from specific activities such as: Program development, soft skills education plan development for students. students at universities suitable

to the socio-cultural conditions of the Mekong Delta; Organizing and directing educational activities, training soft skills for students according to a certain process, suitable to the socio-cultural characteristics of the region; Improve the examination and evaluation of the results of soft skills education activities for students; Building and developing a team working in soft skills education for students at universities in the Mekong Delta. Educational activities aimed at developing students' knowledge and skills are also contributing to improving the quality and efficiency of higher education in the Mekong Delta in the current context.

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