PROPOSING SOME MEASURES TO IMPROVE SOFT SKILLS FOR THE STUDENTS OF THE UNIVERSITY OF EDUCATION

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ABSTRACT

The article is concerned with proposing the three different methods for improving soft skills for the students of University of Education: (1) Systematic research approach to soft skills, (2) training in soft skills for students under the name of "Development of Soft skills for students of Pedagogy", and (3) integrating with training soft skills for the students of the University of Education via extracurricular activities. The testing results indicate a significant difference when comparing fore and aft of the experiment. The experimental objects' awareness of the role as well as the need for self-assessment of the soft skills has significantly increased after the experimental methods have been carried out. This confirms the feasibility and effectiveness of the experimental measures.

Key words: methods; software skills; software skills development; students; University of Education

1. Introduction

Before, the study result is an important basis for the choice of hiring a candidate, now which is not entirely right. A new graduated student with good academic results is an advantage but it is not enough if students do not equip themselves with the necessary soft skills to the job requirements. For students in University of Education, soft skills become more important as the objects of their profession in future are student generations, they should be required specialized skills that must be trained when a student. Soft Skills of University of Education students are not the direct professional skills but skills create adaptation for teachers with working environment in the schools. It is effective contribution skill, especially to create special interaction between teachers and other objects in the professional relationship and is condition to support teachers reach effectively the pinnacle of career if they well promoted professional skills. However, research shows that students are limited in soft skills. Meanwhile, soft skills important for students to start teaching confidently. So, the task of improving soft skills for students become a special challenge.

2. Study Results and Comments

Objective subjects are 60 students participate "Developing soft skills to students University of Education" was held at the Hochiminh City University of Education, University of Thudaumot. The objects were selected in the registration documents sent to the research staff. Classes at Hochiminh City University of Education by Psychology Subject - the Department of Psychology - combine with University Youth Organization, University of...
Education held free for students registered freely (examine the records select those students who really cares). Classes at Thudaumot University by Psychology Subject - the Department of Psychology combine with Educational Science Department Chi Minh City held free for students registered freely (examine the records select those students who really cares). This is also a test class to be a prerequisite for the latter class of research institutions or education programs for soft skills University of Education students. This is a product of the research topics that can be applied.

The experiment consists of three stages:

Stage 1: Survey before Experimenting and preparing impact (10/5 - 10/06/2012);

Stage 2: Conducting experiment (10/06/2012 - 25/07/2012);

Stage 3: Conducting to survey after the experiment (15/12/2010 - 29/12/2010).

2.1. Measure 1: Orientation systematic study of soft skills

2.1.1. Purpose

Provides students with initial knowledge about soft skills, soft skills role to the success of every person especially for education work to stimulate students explore positively and actively as well as investment in learning about soft skills in a systematic way.

2.1.2. The content and requirements

- Students approach advertising information through the soft skills training organization plans, leaflets and information of the organizers of development soft skills program for University of Education students.
- Students learn the information and make writing with the subject "soft skills and education work" in the records selected students attend free courses at training institutions.
- Listen to the Special subject by form of exchange, group discussion - share ideas and awareness game "Soft Skills – University of Education Student’s skill at training institutions."
- Organize students observe video clips and message compression "show card" to assess and comment on the talks before the course, and training.
- Make report after listening to the Special subject and move to the organizing committee to review and assessment as a basis for selection.
- Recruitment of University of Education students under the conditions are established and are in classroom. Prepare information of individual and desires, the student's request to provide data for lecturers and faculty.

2.2. Measure 2: Organizing training courses on soft skills for students called "soft skills development for University of Education students"

2.2.1. Purpose

- Establish the basic knowledge about soft skills to form soft skills methodically, systematically through the process students experience and self-train gradually.
- Impact on student perceptions of University of Education students on the role of soft skills, processes or measures establishing soft skills to let students self-aware and self-discipline.
- Stimulate positive attitude - actively learn about the soft skills needed in Education work to practice actively.

2.2.2. The content and requirements

- Students take soft skills training course continuously with ten soft skills of lecturers group specialized in Psychology - Education and several other trainers.
- Students approach each training courses to be held in open air form, continuous operation experience during the training course: talking about themselves, watching video clips - watch and contemplate, experiment psychology, game, short multiple tests, group activities, discussions pair - small group discussions, express themselves...
- Students share information, write their feelings and learn what needs to train about soft skills or skills involved in the learning process and striving.
- Students will do an assignment to finish
course as assignment to solve a problem by individuals or groups at least three members. Assignment is a particular issue or a particular event that students think they have difficulties in their lives or in the process of working need to resolve. Products are submitted in the form of books and CD or VCD by recording, making image or writing essay or script - program - project work.

2.3. Measure 3: Integrating soft skills training to students University of Education through extracurricular activities

2.3.1. Purpose

- Contribute to raise awareness about soft skills and accumulate basic knowledge related to soft skills and applications in Education work (teaching).
- Accumulate good models or manipulations related to the specific soft skills particularly forming soft skills scientifically.
- Stimulate positive attitude - actively learn about the soft skills needed in Education work (teaching) to raise awareness about role, importance as well as orientation of their application ability in actual work.
- Raise continuously soft skills training in an active and positive way on the group level, groups of University of Education students.

2.3.2. The content and requirements

Statistic extracurricular activities for University of Education students and pay attention to the activities that can integrate soft skills training.

- The Youth Organization of University conducts propagating newsletter "Soft Skills" for University of Education students by forms: hard news in front of office, the news about soft skills printed in paper…

- The Youth Organization of University organizes the contest: "Soft Skills - University of Education Student’s skill" the content is that learn about soft skills, perform some basic requirements soft skills through exercises, games. Especially pay attention to skills: teamwork skills, problem solving skills of University of Education Students.

Results compare self-assessment of soft skills among students before and after the experiment

To evaluate more objectively the effectiveness of the experimental impact measure, one of the problems is also quite important that how the learners to change self-assessment (also known as inside assessment) of the object. Based on that, we conducted a comparison with students' self-assessment to soft skills training. Research results are shown in Table 1 as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Average Before Experiment</th>
<th>Average After Experiment</th>
<th>T - Test</th>
<th>Meaningful Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-assessment</td>
<td>3.48</td>
<td>4.08</td>
<td>0.00</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>Time management</td>
<td>3.05</td>
<td>4.43</td>
<td>0.003</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>Looking for and processing information</td>
<td>2.77</td>
<td>3.89</td>
<td>0.005</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>Presentation</td>
<td>2.78</td>
<td>3.89</td>
<td>0.002</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>Self-study and the whole life study</td>
<td>3.35</td>
<td>4.06</td>
<td>0.002</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>Encouraging</td>
<td>3.03</td>
<td>4.35</td>
<td>0.000</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>Teamwork</td>
<td>3.06</td>
<td>3.70</td>
<td>0.001</td>
<td>+</td>
</tr>
</tbody>
</table>
The statistical result in Table 1 shows the results of student’s self-assessment about their soft skills mostly around 3.00, the average grade of 10 skills is 3.02. Compared with the results of actual condition research, the level of self-assessment of students is quite significant differences. The results of actual condition research, students are quite confident when assessing their soft skills at a high level with average grade is 3.59. This may explain students can more timid, and self-assess more properly than previous one since preparing to be learned soft skills, with the observation and evaluation from the instructor or trainer. Therefore, this assessment at this time is equivalent to the evaluation of teachers in the results of actual condition research with an average 3.23, was only moderate. From there, it is possible that some data is quite compatible with the results of actual condition research; it does not dominate too much to reliability of the results of actual condition research as well as the results of experiment research.

After the experiment, the average of 10 skills from the average grade (AG = 3.02) were up high with an average of 4.00. At the same time, the value T compares an average of 10 soft skills between before and after experiment is 0.00 show a significant difference in the statistical field is 0.01. Comparing the results of actual condition research, the after experiment points are significantly higher. This shows that the impact of any measures helps students’ self-assessment of skills improve significantly. To prove this increase particularly, can be analyzed by the means of each following skills:

First, before the experiment, without any skills beyond the good level (3.51 points), the highest grade is self-assessment skills with 3.48 and self-learning skills and self-lifelong learning with 3.35. But after the experiment, the skills mostly reach good level; the highest one is time management skills with the lowest is 4.43 and problem solving skills with average grade 3.61. Notably, a number of skills have average grade at least 4.00 such as: self-assessment skills, study skills and lifelong learning, encouraging skills, creative thinking skills, emotion management skills. This is quite a significant difference, suggesting that students are confident and pretty sure than when self-assessment of their soft skills. These numbers also prove initial effectiveness of the experimental measures clearly.

Second, if judged on the level of disparity in the average grade in each skill, after the experiment, the average of each skill can increase significantly. For example, time more than 1 (4.43 to 3.05 = 1.38), encouraging skills were similar (4.35 to 3.03 = 1.32). These two skills have the lowest average grade before the experiment has changed significantly; it is the skill of finding and processing information (from 3.89 to 2.77 = 0.84) and problem solving skills threads (3.61 to 2.77 = 0.84)

### 3. Conclusion

Thus, the experimental results have significant differences when comparing before and after the experiment. This also confirms the feasibility and effectiveness of the experimental measures. After applying experimental methods in the experimental group, awareness of the experimental object and the necessary role of self-assessment as well as the soft skills increases significantly. We can mention such as self-assessment skills, time management skills are two skills that having the most marked changes. These positive changes themselves help us to be more confident in using these measures in developing soft skills for University of Education students.
REFERENCES


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