

Solutions For Integrating Education, Training Soft Skills For Students In The Teaching Special Subjects Process At Universities And Colleges

Dr. Dinh Phuoc Tuong^{1*}, Dr. Bui Van Hung², Assoc.Prof. Dr. Nguyen Thi Huong³, Duong Thi Thanh Thanh⁴, MA. Nguyen Trung Kien⁵

¹*Vinh Long University of Technology Education, Vietnam.*

²*Pedagogical University, Vinh University, Vietnam.*

³*Pedagogical University, Vinh University, Vietnam.*

⁴*Pedagogical University, Vinh University, Vietnam.*

⁵*Pedagogical University, Vinh University, Vietnam.*

*Corresponding Author Email: tuongdp@vlute.edu.vn

Abstract: This study clarifies the theoretical basis of the activities of integrating education and training soft skills for students of universities and colleges through measures to integrate soft skills into lectures for effective teaching results and methods of student assessment. In this model, teachers play an important role in implementing and evaluating aspects, teachers must be creative in designing their courses and teaching modules to combine related skills. The teacher's teaching method is student-centered, the classroom integrates soft skills where students will actively participate in the learning process, while the teacher takes on the role of a facilitator, stimulating, and supporting the learning process, research, and practice of students.

Keywords: Soft skills, integration, education, students, university, college.

Introduction

Currently, many students still lack the necessary soft skills. Universities and colleges have many students who are well qualified, but after graduation, it is difficult to find professional jobs, does not promote their professional capacity in the working process, slow or difficult to advance in their career. The situation mentioned above is due to many reasons, including the lack of and weakness in students' necessary skills. In the current condition, when there are no lecturers specializing in teaching soft skills, and the subject of soft skills has not been officially included in the training program of all disciplines, the construction, design of the subject program and teaching organization of the teachers with The goal of integrating soft skills in teaching specialized subjects for students right in the professional teaching process is very necessary and urgent in order to equip students with necessary skills that can

meet the requirements of employment immediately after graduation.

Research Methods

Some characteristics of soft skills integration activities in the teaching process:

Firstly: Integrating life skills education is a process that affects learners in terms of skills, spirit, and attitudes, ensuring the process of adapting people to people, people to work in order to maintain good relationships positive system, know how to behave flexibly at work and in life and support to perform professional work with high efficiency.

Secondly: Integrating life skills education has the following meanings: helping people achieve effective language use, social integration, attitudes and behaviors applied to human-to-human communication; help each individual know how to integrate into, live with or interact with society, community, group, or organization

and aim for the effectiveness or peak of the job or profession. Integrating cognitive skills education towards behavioral competencies, especially personal skills or human skills, is associated with expressions of individual personality in a specific interaction, which is a very "human" specialized skill of humans.

Thirdly: The activities integrating soft skills education must be organized very flexibly and flexibly to help learners have the opportunity to learn according to their needs, conditions, and abilities. Learners can fully participate in a training course at soft skills training centers within a certain period of time; they can also train themselves through studying at university or through group activities, movements, or self-training through experiences outside of social reality. The process of learning and practicing soft skills can take place throughout life, anytime, anywhere in real life, and at work. In particular, the self-education factor plays a core role, in determining the success of the subjects being educated.

Principles of integrating soft skills for students

- Principles of ensuring purposefulness in activities of integrating soft skills education. The purpose is always an important factor for all activities, especially education activities in general and non-emergency education activities for students in particular. It ensures that the whole process works in the right direction, without mistakes or redundancies. The purpose is determined to orient all activities at the university related to the activities of teaching life skills to students. The purpose of soft skills education activities at universities is to educate and train students with skills that are best suited to work and life.

Principles of interaction and experience in the process of integrating soft skills. Soft skills education needs to create conditions for students to interact with those around them. Therefore, universities need to organize many interactive activities to create conditions for students to have many opportunities to interact and interact with many different subjects such as contact, dialogue with businesses; dialogue with teachers and teachers of the school; exchange with

classmates from the same school, outside the school. It is the process of interacting with others, students will gradually form soft skills for themselves.

Through the interactive process, students have the opportunity to put in situations to experience & practice; Soft skills are only formed when learners experience reality and especially have the skills to handle situations well.

- Principle of process, time in the process of integrating soft skills. Soft skills education cannot be implemented immediately in a short time but requires going through a process from low to high: from awareness to attitude formation, from attitude to behavior change, and from behavior change to soft skills formation. With such a process, the effectiveness of soft skills education activities takes time to achieve. Therefore, the whole stage of organizing life skills education activities for university students must follow the process within a reasonable time, not in a hurry, subjectivity will easily lead to inefficiency, even failure.

- Principles of ensuring consistency between education and self-education in specialized teaching activities and integrating soft skills for students. Integrating life skills education for students is only effective when students self-practice and actively comprehend the content imparted and trained by the teacher. In particular, the process of forming soft skills in students depends greatly on self-discipline, positivity, and initiative in the process of learning, training, and especially the process of self-education and self-training highest efficiency.

- Principles of ensuring the integration of soft skills education with real life and work. The integrated content of soft skills education that is implemented must be consistent with the reality of life and work so that students can effectively apply it to themselves in the future. When the education of life skills is associated with real life and work, after being educated and trained, students will have many opportunities to continue to develop skills to achieve a high level.

Results and Discussions

The current status of lecturers' perception of soft skills and the integration of soft skills

In order to obtain information from lecturers about the reality of integrating soft skills in the teaching of specialized subjects, this study conducted a random survey of 200 samples in universities and colleges, including 50 managers, 50 lecturers, 50 businesses, 50 alumni from 10 universities and colleges in the Mekong Delta region. Most teachers are aware of the need and role of soft skills for students. The survey results show that 96.5% of respondents think that soft skills are important and very important for students' future careers. Teachers believe that self-study is one of the important factors that help lead to students' success in life and work (43.5%) and due to the requirements of real life and work (55%). Soft skills is so important, but in fact, students have not equipped themselves and schools have not been equipped with necessary soft skills. Accumulating professional knowledge is completely justified. Strong professional knowledge is indispensable if you want to succeed, but if you lack soft skills when facing difficulties, students are often confused and not confident to solve problems. Through the survey, 61% of the opinions assessed that the soft skills of current students are only average. There are many reasons leading to the current lack of soft skills for students, such as the school's lack of attention to the importance of educating, training, and developing soft skills for students; how to organize management and implementation of soft skills is not effective; The conditions on infrastructure for implementing educational activities, training and developing soft skills for students are not enough, etc., but in summary, the main reason according to teachers' assessment is that many students are currently not aware fully about the importance of soft skills for their future careers and lives (67.5%).

That's the perception of students, so what about schools, are they interested in educating soft skills for students, have soft skills become a subject taught in the program, 30% answered

that the training program at universities The school now arranges compulsory subjects on soft skills; 50.5% said that the training program has arranged the subject on soft skills for students, but it is not mandatory and 18% said that there are no soft skills subject in the program. This has proven that currently universities and colleges in the Mekong Delta have not paid much attention to equipping students with soft skills. The knowledge that some students have is largely due to their accumulation of experiences in social life, from practical experience, which is the opinion of 81% of the surveyed subjects.

In the context of increasingly fierce and fierce competition in the market, companies will have to make a lot of changes in the way they organize and manage and conduct business activities. Many jobs not only require workers to have a higher level of training, but they also have to have skills to adapt to change and to be able to solve complex problems that arise in the real world get more work done. In other words, workers in the 21st century must have good qualifications, have creative thinking, and especially be equipped with the necessary skills to face any changes in the market. Therefore, in the process of teaching, teachers always pay attention to the education of soft skills for students. Most of the surveyed teachers (88%) answered that they were interested and very interested in the education and training of life skills for students, but only 10% were less interested. To help students meet part of the requirements of enterprises, to be able to confidently face challenges in learning, life, and in the future working environment, the majority of teachers (75%) regularly integrate skills into the future soft skills in teaching.

When integrating education and training soft skills for students, teachers face many difficulties such as having to invest a lot of time and effort in lectures; insufficient teaching time; have not been trained to teach soft skills; But the biggest difficulty that teachers face is that of passive students, 78% of teachers agree with this statement. Up to 25% of teachers have never attended a class or training to teach soft skills; 67.5% of teachers are sometimes trained to teach soft skills.

The assessment of results of students' soft skills is also not accurately assessed by the teacher using a scientific scale, but only by sensory evaluation, which is the answer of 65% of teachers, only 8.5% of Teacher evaluates by scale. To organize the management and implementation of soft skills education activities for students most effectively, the teacher has proposed many options such as the Youth Union organizing extracurricular activities for soft skills education for students in the whole school (66%); integrating soft skills education in all specialized subjects (56.5%); The school organizes soft skills training classes, students self-register according to their interests (47.5%); The Faculty organizes its extracurricular activities for soft skills education for its students (42.5%).

Today, in the context that the country's economy is growing and integrating deeply, the requirements of employers for workers are increasingly high, not only limited to specialized knowledge but also including work experience, life skills, and agility in handling work... This has been posing difficulties and challenges for all students, especially those who have just graduated school, have no experience as well as life skills and work skills. The specialized knowledge that students are equipped with during their studies at the school is a necessary condition, but still not a sufficient condition for students to be able to step out of the lecture hall to look for jobs such as the desired level of income. Therefore, the requirement for students is that in addition to constantly improving professional knowledge, they must also pay attention to learning and perfecting their own soft skills. And schools, teachers, and Youth Union organizations must do their best to support students so that they can acquire the necessary soft skills to prepare for life.

In general, the current practice of integrating soft skills in training has not yet met the goal of student training. This situation has many causes, but the main reason is that lecturers have to take on too many courses, leading to limited time invested in integrating soft skills.

Current status of soft skills education programs for students at colleges and universities

Currently, the program of soft skills education for students in colleges and universities has not been unified, the program development is decided by each school, so the content of the program of education and training for students in schools has a difference. Many schools still do not have educational programs, and soft skills training for students, but only arrange in the training program a few skills such as communication skills, and management skills.

The reality of the force of soft skills education for students. The current team of teachers teaching and training soft skills is selected by schools as a part and then sent to training centers in professional soft skills training centers and this force is the soft skills training force in current schools; some teachers are invited from soft skills training centers. Especially, there are some teachers who are still vague about the concept of soft skills and think that this is a new problem. Students rated 53.5% of the force of soft skills education as having an impact on soft skills education for students.

Table: Comment on the effectiveness of the best soft skill education force for students

Survey on the effectiveness of force of soft skill education for students	Result
The team of specialized teachers in schools integrates soft skill education for students in the teaching process	82.5%
Soft skills trainers at soft skills training centers	71.0%
Companies, businesses	56.5%
Former students of the school have achieved success in their careers	63.5%

(Source: Survey results of the research team)

Through a survey of 200 samples at universities and colleges including 50 managers, 50 lecturers, 50 businesses, and 50 alumni evaluating the effectiveness of the best soft skills education force for students, the results in the table above show that the majority of opinions assess that specialized teachers in schools that integrate soft skills education for students in the teaching process are the most effective (82.5%). The results of this survey, it has confirmed the role of teaching staff at universities and colleges, especially specialized teaching staff with favorable conditions to integrate soft skills for students right in the teaching process teach students.

Employers all highly appreciate the role of soft skills education for students belonging to the team working in mass organizations. However, only 49.5% of students appreciated it. In addition, 59% of teachers and 51% of students think that the movements of the Youth Union and Student Union in colleges and universities currently only have an average impact on the education and training of students' skills; Particularly, the management team has 40% rated the school's movement as having a great impact and 40% rated the impact as a medium. Through practical research, certain difficulties have been identified due to credit training methods affecting union activities such as mobilizing union members and young people in the Youth Union to participate in activities of the Youth Union and Youth Union. The organization of the upper-level delegation has many limitations. The school's Youth Union activities only reach a part of the union members. Some union members are not active and hardly participate in union activities. On the other hand, due to the credit training program, students have to spend more time on self-study; the school and exam schedule is dense and takes place throughout the semester, so it is difficult to organize movements and mobilize members to participate. Some union members have good academic records but have not actively participated in Youth Union activities.

A force with a lot of potential for soft skills education for students at these schools is the experts on soft skills in training centers and professional soft skills training. Through the

study, this force was rated quite high (70.5%). However, one of the biggest difficulties today is that the salary level for these professionals is very high (the highest can be up to several million VND/hour) because they think that this is the case, a very special profession, not everyone can train soft skills for others. This is a professional force in the field of soft skills training, but currently, most of these centers are still operating independently, without close cooperation with colleges in the province to teach students.

One option is to invite employers (agencies, companies, businesses) to arrange and arrange a time to go to school to educate and practice the necessary soft skills for students so that they better meet the requirements of employers. However, 72.5% of the surveyed employers said that it was difficult for them to do this job due to the lack of time. Despite such difficulties, many universities and colleges today still invite business leaders who have experience in starting a business to share with students about the necessary skills when participating in actual labor at enterprises skills such as teamwork skills, project planning, and implementation skills, and recruitment experience. In addition, these entrepreneurs also share their start-up experiences to help students learn practical lessons when entering society.

In addition to this program, during the training process, some majors of universities and colleges now also cooperate with businesses and companies to bring students to study and practice, which is a trial job right in the real place practice throughout the school year. This not only helps students approach real work while still sitting at school, learn experiences from practice so that when working in reality, the school also receives suggestions from businesses to adjust the training program to suit the needs of employers.

The actual situation of methods of organizing soft skills education activities for students

Methods of soft skills education for students in schools are quite diverse, especially for schools

that organize soft skills training courses for students right at the school.

For the content of theoretical teaching about knowledge and skills, teachers use many methods that combine both traditional and modern such as using the method of presentation and explanation to deploy the theoretical content, teachers use the method of teaching and learning conversational methods to interact between teachers and learners, using and organizing group work methods to practice exercises, and also to practice teamwork skills, presentation skills, and management skills for learners.

The specific method and also the most effective for teaching soft skills to students is the method of organizing practical activities. After learners have been equipped with basic knowledge of soft skills, practical activities are the measure to practice soft skills for each person. Schools that open soft skill training classes for students all use this method to practice and train students to form soft skills. According to the survey results, several outstanding reasons make students limited in soft skills as follows: the school is interested in soft skills, but the way to organize training and practice soft skills for students is not efficient accounting for 34%; because many students are not fully aware of the importance of soft skills for careers.

Soft skills are not only necessary in life but also an extremely important recruitment criterion for agencies and businesses, because it reflects the ability of employees to integrate into the working environment and achieve effective results maximum work capacity or not. In the era of industrial revolution 4.0, soft skills training needs to be very methodical and habitable from a young age. Therefore, the integration of soft skills into specialized subjects for students is very necessary to 86%, necessary (12%), and unnecessary (2%) this is also the result of the assessment and evaluation of the students. alumni as well as from agencies and employers. One of the proposed solutions that the group offers to increase the soft ability of students is to integrate soft skills into specialized teaching subjects. This study surveyed businesses whether this solution is

helpful. According to the survey results, 86% of enterprises think that it is necessary to integrate soft skills in training programs for students, and 12% of enterprises think that it is necessary to integrate soft skills in training programs for students, only 2% consider it unnecessary.

The survey also suggested subjects who can educate and train to help students develop the best soft skills, through which 44% of enterprises believe that it is the teaching staff, followed by 34% of enterprises who think that the staff is the best staff working in unions at schools. According to the results, we can see that enterprises appreciate the key and important role of lecturers in the process of training and integrating soft skill development for students.

Unlike hard skills, which are specialized and technical skills that help employees perform specific jobs, and achieve certain standards. Soft skills help people manage themselves, lead themselves and interact with those around them to do their jobs effectively. The specialized knowledge that colleges provide to students during their studies is a decisive factor in helping students to establish careers in the future. However, the question is whether that specialized knowledge is enough to help students overcome difficulties and challenges in a future that no one can predict in a changing world everyday. Therefore, schools must prepare their students with luggage and soft skills in addition to specialized knowledge. Soft skill is a term related to emotional intelligence used to refer to important skills in human life such as communication skills, leadership, teamwork, time management skills, and presentation skills... these skills need to be integrated right into the training program, the survey found that 82.5% of the respondents said that it should be integrated into the student training process at the school, 15% said that they should be integrated into the student training process at school integrated into the first week of the school year, 36% proposed to integrate it into extra-curricular sessions; Because according to the opinion of former students, the integration of soft skills of lecturers in the teaching process of specialized subjects will make a good decision on the formation of

soft skills of students. We also plan to introduce a scientific scale in Appendix 01 to serve as a basis for evaluating students' soft skill fairly. Because according to the survey results, the soft skills of employees at the unit are assessed at 66% through sensory, 22% based on a scientific scale, and 12% through the survey. This is also the basis for standardizing the soft skill level of students trained at the school to be close to the standard of soft skills that students are assessed by businesses.

There are students who, right from the school chair, have shown to be active people, looking for opportunities to learn and hone soft skills for themselves. But most students still do not know the meaning of learning soft skills as well as not properly aware of the importance of soft skills. They think that just studying well is enough, this view is not wrong but it is not enough. Because they may be good at their professional studies, but they may not be able to quickly adapt to work or changes in the "environment" of life. Students with academic achievements that everyone looks at are also respectable, but they are not necessarily successful in work and practical activities, because they lack an important factor, which is soft skills. Human capacity is assessed on all three aspects: knowledge, skills, and attitudes. In recent years, when participating in recruitment interviews, businesses assess the competency level of students not only through degrees, professional abilities, and work experience but also based on skills that the person has accumulated. Each person will have different career skills, but soft skills that anyone in any profession should have and need to have to be successful at work, employers say (34%)) the opinion that students need to be equipped with professional knowledge, (43%) that students need to be equipped with knowledge about skills, (23%) recommend equipping knowledge and attitudes. According to businesses and former students, soft skills of employees are formed and developed through 3 channels, accounting for a high percentage such 29% said that through the accumulation of experience in social life, practical experience, 26% believe that students need to be scientifically trained by education during training and 18% believe that

participating in extracurricular activities, mass organization movements. The enterprise survey coincides with the survey results of the channels where students believe that they receive effective soft skills training. The problem is, that the school, the faculty, and the business relationship center actively create conditions for students to approach businesses, practice practice skills, and improve soft skills necessary, needs. Besides, the fact that the school integrates soft skills into the practice of teaching specialized subjects is considered ideal because the specialized teachers will know what skills their students lack to practice, and include appropriate and realistic training support for trainees.

Businesses are mainly private and private companies, then "money goes in the gut". They will have to consider what economic benefits their money will bring and therefore they need a high-quality staff. However, education level and qualifications are not decisive factors for whether enterprises employ workers or not. Businesses also rely on personal factors such as skills, acumen in job handling and communication of each candidate, which many graduates have not yet met, especially the soft skills part. To meet the requirements of employers, students need to be integrated into the course with the following skills communication skills - behavior, teamwork skills, time management skills, presentation skills planning skills, work organization, and problem-solving skills. From the initial plans to integrate soft skills into specialized subjects, the research team also suggested the periods when businesses and former students think that the right time to train soft skills is as follows: 56% at the time of learning specialized subjects, 33% at the time of basic subjects, 6.5% at the time of extracurricular subjects, and only 5.5% at the beginning of the school year. Thus, the goal of the research team is to integrate soft skills into specialized subjects by the results proposed by enterprises and former students.

As can be seen, what employers need most from a degree is "willingness", to be satisfied with the employer, to be satisfied with colleagues, customers, and people around. That is the most important skill. For example, I just need simple

things like communication skills, adapting to the environment, and even greeting people. If a bachelor or engineer graduates from school, come to the office without knowing how to greet colleagues, not knowing how to communicate and behave with colleagues, how can they work in groups and of course cannot live and work together with that group. A real issue to ask is if the schools. Enterprises also gave the opinion that training programs at universities and colleges must ensure the following factors to well implement the soft skills education activities for students: The most prominent is that 40% of enterprises think that all lecturers of the University need to combine education and training of soft skills for students in parallel with professional teaching; 20% of enterprises think that it is necessary to integrate the content of soft skills training into all subjects in the training program. However, the survey team found that the 20% rate is lower than the 40% requirement for integration into specialist teaching. Therefore, the group will choose to integrate it into professional teaching, which both saves time and helps students enjoy learning expertise with soft skills integration, reducing fatigue and stress.

For each student, in addition to studying, it is necessary to improve their soft skills so that when they graduate from school, they can confidently walk on the path of establishing themselves and establishing a career. Professional knowledge is a necessary but not sufficient condition. Hard skills create the premise and soft skills create development. Successful people are only 30% due to their professional knowledge, the remaining 70% are determined by the soft skills they are equipped with. Therefore, the key to the success of every human being is to know how to combine these two skills skillfully and flexibly in work and life. According to the survey results, 32% of enterprises also think that they cannot spend time going to school to educate and share knowledge with students because of the lack of time, however, up to 42% of enterprises think that the school can bring students to enterprises to practice and experience.

Solutions to integrate soft skills in the teaching of specialized subjects at universities and colleges

Increasing awareness for students and lecturers about the importance of soft skills and the need to practice and form soft skills in the learning process at school.

Currently, the most difficult problem in educating soft skills for students is the perception of each student. A part of the students are very indifferent, not interested in soft skills but only focus on learning professional knowledge. Because they think that as long as they study well, soft skills is not very important. However, that can only be true in the past. Today, the reality of employment has proven that soft skills is very necessary and is one of the recruitment criteria of employers. Therefore, teachers need to change the perception of learners and help them understand the necessity and importance of soft skills at work and at work.

On the other hand, the training of soft skills for students is also affected by the fear of difficulties and innovation by some lecturers who refuse to change. This leads to the failure to change the appropriate teaching method, thereby failing to educate soft skills for learners.

Besides, in the process of integrating soft skills for learners, teachers need to be strict with students to be more effective; helping them realize that soft skills training is not something you like to do, if you don't like it, you have to practice it in today's time.

Measures to increase awareness for teachers about the need to integrate soft skills for students in the teaching process: The school issued documents on guiding the integration of soft skills for students in the teaching process of teachers; Faculty regularly organizes seminars on integrating soft skills for students in the teaching process; Bringing the content of integrating soft skills for students in the teaching process into professional activities of the subject in the faculties, maintaining weekly activities to increase teachers' awareness; Add criteria for a professional assessment of teachers. Teachers

who do well in integrating soft skills into professional teaching will be better evaluated professionally than other teachers. From there, the teacher will raise awareness and personally perform well the goal of integrating soft skills for students when teaching in class.

Measures to increase awareness for students about the need to train self-study skills right during the training period at the school, specifically as follows: Teachers going to class must spend appropriate time educating students about the importance and necessity of soft skills for students in daily life and future work; Officers of the Youth Union and Student Union of the school, through activities, must integrate education on the importance of soft skills and the way to form soft skills for students; The school organizes meetings, exchanges, and discussions about the role of soft skills between businesses and students studying at the school. From there, students have the opportunity to listen to businesses and employers directly exchange and talk about soft skills; the school organizes dialogues and exchanges between successful former students and current students. The content of the exchange directly talks about the topic of soft skills. On that basis, students raise their awareness, and form a sense of self-training to have the opportunity to succeed like successful former students.

Integrating soft skills for students into the teaching process of teachers.

Through the way of teaching, teachers can create conditions and environments to help students form soft skills. However, to do that, teachers need to understand and apply flexibly the integration of soft skills for students into all elements of the teaching process at universities and colleges.

To implement this solution well, leaders of universities, colleges, and specialized faculties must organize training, seminars, and professional activities for students. Thereby, teachers must determine the 5 elements of teaching management, and how the integration of learning experience for students must be done in each element to ensure appropriateness, namely:

- Educational purposes and teaching tasks in the educational environment of universities and colleges: The educational purposes and teaching tasks of teachers must reflect most centrally the requirements of society (as defined by expressed in the requirements of each profession) for the teaching process. Based on the requirements of each profession, teachers must determine for themselves what skills need to be integrated to ensure suitable for students of each profession being trained.

Teaching content at universities and colleges: includes a system of knowledge, skills, and techniques related to a specific profession that learners need to master in the teaching process. Teaching content is a basic element of the teaching process at universities and colleges. Teaching content is governed by teaching purposes and tasks, and at the same time, it stipulates the selection and coordinated application of teaching methods and means. Teachers have to determine which knowledge system they are teaching is suitable for which concepts, from which teachers determine specific methods to integrate learning skills to suit the knowledge system they are teaching.

Methods and means of teaching: this is a system of ways and means of coordination between teachers and learners to well perform teaching tasks. On that basis, teachers determine to use appropriate teaching methods and means for the integration of cognitive skills.

-Teachers with teaching activities and students with learning activities: In the process of teaching, teachers with teaching activities have the function of organizing, controlling, and leading learners' learning activities, ensuring learners practice fully and qualitatively fulfill the requirements specified by the purpose and task of teaching. This is the process of creating favorable conditions and an environment for students to self-practice and form soft skills. In the process of teaching, learners are both an object (of the teaching process) and an active, independent, and creative subject of learning activities. Teachers and students as well as teaching and learning activities have a close relationship with each other. Therefore, teachers must create appropriate interactions between

teachers and students for the integration process to be effective.

-Environments that affect the teaching process: The teaching process as a system exists and develops in the socio-economic environment, the science-technology environment, and the trends of these environments not only affect teaching activities in general but also all structural elements inside teaching management. On the contrary, the development of teaching management will contribute to promoting the upward movement of the external environment. Teachers must know how to take advantage of the surrounding favorable environment to positively influence the perception, and attitude, and promote the self-training process of self-study skills of students.

Lecturers strengthen the application of active teaching methods, and appropriate teaching organization forms, and create favorable conditions for students to self-integrate and self-practice skills.

This is a key identified solution, which is a very important condition for the effective integration of soft skills into the professional teaching process of teachers. The flexible and effective application of active teaching methods by teachers will make an important contribution to successfully integrating soft skills into the teaching process of teachers, and especially creating an environment and conditions that are very important for students to learn independently integrating and self-training to form self-study skills for students themselves.

The research team proposes the following active teaching methods to integrate soft skills for students right in the process of teaching specialized subjects by teachers. Several innovative teaching methods that can help students maximize their ability to learn actively and experience experiential learning include the Brainstorming method (Osborn, 1963); method of thinking - pairwise - sharing (Lyman, 1987); problem-based learning (Hmelo-Silver, 2004); group activity method; role-playing method (Kritzerow, 1990).

- Brainstorming method: This is a teaching method that requires students to automatically brain, think, and find new ways of doing things, new methods, or new creative innovations right in the learning process. This method is very suitable when applied to teaching practical engineering subjects because it always stimulates students to create new and more creative techniques based on existing techniques. This method helps students develop creative and risky thinking skills; KN thinks and works independently.

- Thinking method - pairs - sharing: With this method, the teacher will divide the class into pairs and assign specific tasks for each student to think about and then share. Through that process, students self-study, self-understand the problem, and self-own knowledge independently and proactively. This method helps students achieve skills such as communication skills; Management skills - leadership.

- Teaching method based on problem-solving: This is a teaching method through problems posed in the form of situations. The situation is posed by requiring students to apply the synthesis of knowledge, experience, and skills to solve the problem. This is a very suitable method for teachers when teaching specialized subjects in the economic, social, and law sectors. This method helps students to achieve skills such as problem-solving skills; decision-making skills; soft skills resolves conflicts.

- Group activity method: This is a method of organizing and designing teaching and learning activities into collective work and collaboration activities of a group of students, the average group of 3-5 students is the most effective activity. This method only works well when the teacher organizes appropriate classes, and the teacher assigns and organizes effective and active working groups, promoting the capacity and positivity of all members of the group, the effectiveness of integrating soft skills for new students is high. This method helps students achieve skills such as skills working in groups; Communication skills - behavior; Management skills and leadership; soft skills presentation.

- Role-playing method: This method helps students to gain knowledge such as planning & organizing skills, communication skills - behavior, problem-solving skills. Attention should be paid to continuous training and retraining for teachers on teaching techniques so that teachers are equipped and strengthened with teaching skills following the integrated teaching model of expertise and soft skills.

Adding the goal of integrating soft skills for students into the teacher's classroom teaching plan.

Being successful in a regular class is not easy, and it is even more difficult to have a lesson that incorporates skills. It is this that requires teachers to have a thorough preparation of both lesson plans and psychology to achieve certain results. To do this work, teachers need to carefully study the literature on soft skills education to better understand this concept because it is quite abstract and unfamiliar to many teachers. After studying the theory of soft skills, the teacher will develop methods to integrate into the lesson plan of each lesson in the teaching process, on that basis, the teacher will choose appropriate methods such as discussion, and working according to the teaching method groups, presentations... to organize teaching to integrate soft skills for students right in class lessons.

Regarding the lecture, have to prepare a regular lecture and an electronic lecture. Regular lectures help teachers divide the time and requirements needed for a lecture; the electronic lecture is the part that will be shown, so it is close to the students. Therefore, teachers need to pay attention to using many games, puzzles, and attractive illustrations to attract students' attention. In addition, teachers need to choose some simple games to arouse the interest of all children. Of course, these games all bring data related to the lesson to integrate soft skills into the lesson.

Before choosing a lesson with integrating soft skills, teachers need to survey students' opinions to see which lesson they want to learn, and which part. This will help teachers understand the needs of students and also make them show

their sense of responsibility for the lesson. In addition, she can also choose a topic close to daily life to guide students to implement such as hot social issues, responsibilities of young people... After choosing the lecture, the teacher builds develop a lesson plan scenario for the selected lesson by dividing the class into several groups, each group will take on a different preparation task for the lesson. From that assigned task, the students will assign each member of the group to be in charge of tasks such as collecting documents, making PowerPoint, appointing speakers, and giving feedback... this integration will make them discover, and practice communication skills, behavior, communication, IT practice... When one group of students gives a presentation, the other group will listen and give feedback to you. This will help students learn how to behave, directing them to situations that may occur every day.

For the integration of soft skills to be effective, the lecturer needs to adhere to two important things: lecture records and class organization. The lecturer must actively invest in the lecture record, the lecture record is integrated with which soft skills selected by the lecturer by the specialized subject and the actual job requirements that the business needs. Organizing the class requires the lecturer to have real skills (including the skills that the lecturer will deploy to the students), the lecturer strictly adheres to the lecture record and conducts the teaching promptly invested, full of enthusiasm

Supplementing criteria for assessing students' soft skills through tests and end-of-course exams.

- Determine methods to test and evaluate student's soft skills. Testing and evaluating students' soft skills is asking students to show their acquired skills. The implementation method must ensure the following factors: Practice skills to ensure the correct process and sequence of steps have been determined; Implement the process of mastering and becoming a skill; The achieved results meet the requirements set out 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 students' soft skills.

- Design a toolkit to assess students' soft skills during training. 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 level of accuracy, level of proficiency, steps to be achieved, sequence of progress, and implementation time. The evaluator should focus on the important aspects of the goal of the soft skills student's assessment.

Rating scale: Assessing students' soft skills needs to build both a descriptive rating scale and a scoring scale. The evaluation of students' soft skills when studying in the soft skills course should focus on the assessment according to the score scale to have a basis for quantifying the student's soft skills. The assessment of students' 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 have a complete assessment on the level of achieving soft skills of each student. Examining and evaluating students' knowledge and skills is 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 in life.

Conclusion

Integrating soft skills for students in the successful professional teaching process will contribute to improving the quality of student training in universities and colleges today,

especially improving the situation of students graduating but lacking soft skills, does not meet the requirements of employers today. Integrating soft skills for students to be successful requires determination from school leaders, leaders of faculty units, departments, teachers, and students' determination to cooperate throughout the training process. This research result is the basis for application in training and teaching at universities and colleges, contributing to improving the quality of education and student training in the current context. Today, soft skills are gradually becoming extremely important for the workforce as Vietnam's economy is in the phase of deeper international economic integration. However, our country's human resources currently only focus on training in technical and professional skills, but not on developing soft skills and how to build relationships to help people collaborate effectively more at work. Therefore, universities and colleges need to focus on training soft skills for students to improve training quality and meet future recruitment needs.

References

1. Arat, M. (2014). Acquiring soft skills at university, *Journal of Educational and Instructional studies in the World*, Turkey, August 2014, Volume: 4 issue: 3 article: 09 ISSN: 2146-7463, pp 46 – 51.
2. Direito, I., Pereira, A., & Manuel de Oliveira Duarte, A. (2012). Engineering undergraduates' perceptions of soft skills: relations with self-efficacy and learning styles, *International conference on new horizons in education*, Department of Education, University of Aveiro, Campus de Santiago 3810-193 Aveiro, Portugal, *Procedia - Social and Behavioral Sciences* 55, pp 843 – 851.
3. Marques, J. (2012). Understanding the Strength of Gentleness: Soft-Skilled Leadership on the Rise, Woodbury University, 7500 N. Glenoaks Blvd., Burbank, CA 91510, USA, *J Bus Ethics* 116, pp 163–171.
4. Khanh, N.C., & Lien, N.T.K. (2012). Building a model of a life value

- education club and developing life skills. Hanoi: Education.
5. Khanh, N.C. (2014). Teaching methods of life values and life skills. Hanoi: University of Education.
 6. Orlando P.(2013). Soft skills: From university to the work environment analysis of a survey of graduates in Portugal, Regional and Sectoral Economic Studies Vol. 13-1, Portugal, pp 105 – 118.
 7. Son, H.V. (2013). Developing skills for students at the University of Education, Ministry-level Science Project No. B.2012.19.05 Ho Chi Minh City University of Education. Ho Chi Minh City took over in May 2013.
 8. Thao, T.Q. (2015). Developing skills for economics students at colleges in the Northern Midlands and Mountains according to the output standard approach, Doctoral thesis in education, Thai Nguyen University.