

**VIETNAM'S HIGHER EDUCATION IN THE CONTEXT OF
CURRENT INTERNATIONAL INTEGRATION**

Situation and solutions

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Abstract:

University is a place to equip learners with scientific and technological knowledge of their specialized training; employability skills; creative skills and positive attitudes towards creative activities, thereby creating high-quality human resources to serve the development of society. Higher education - Elite education has been considered an extremely important element of the national education system. The Party and State have had guidelines and policies prioritizing the development of higher education, improving the quality of higher education, and meeting the requirements for the country's development in the integration period. This article investigates and assesses the current situation Vietnam's higher education system as it stands today, focusing on its advantages and disadvantages. It then proposes solutions to a more effective and high-quality system that increasingly meets the needs of producing highly skilled labour for the country in light of its current intergration others.

Keywords: *Solutions to improve the quality of higher education; Higher education; International integration; Current status of higher education.*

1. Introduction

After 37 years of innovation, Vietnam's higher education has achieved important achievements in terms of quantity, quality and conditions for assessing educational quality. To date, almost all Vietnamese higher education institutions (public and non-public) have specialized units for quality assurance. Up to now, five educational quality accreditation centers have been established and licensed to operate. Based on Vietnam's higher education quality accreditation requirements, there are 149 higher education institutions and 9 pedagogical colleges around the nation that fulfill accreditation standards. This represents approximately 55% of all universities and academies in the nation. International agencies

for evaluation and accreditation have accredited seven institutions. There are 145 training programs of 43 universities evaluated and recognized according to domestic standards; 195 training programs of 32 schools are evaluated and recognized according to regional and international standards.

The quality of learners' output in terms of expertise, foreign languages, and information technology is all required to be higher than before. In particular, important progress has been made in foreign languages. The output standard for foreign languages at the university level is B1. With international, talented and high-quality programs, students achieve even higher output standards. The entrance standard for masters is

B1, B2 for graduate students. In addition, training programs also focus on innovation, equipping learners with knowledge of soft skills and entrepreneurship. These are extremely important, correct and timely directions for innovation to improve the quality of higher education. The innovative achievements of higher education impact all activities of the education sector and more deeply, the entire society, influencing and fundamentally and comprehensively innovating the country's education system. The greatest achievement is that from those innovations, we have trained a team of qualified, highly qualified human resources and successors capable of shouldering the great and glorious mission of the country which is in a new phase. In the context of the rapid development of the 4.0 industrial revolution, there has been a huge demand for high-quality, highly qualified human resources and also creating opportunities as well as challenges for higher education. Vietnamese higher education needs to actively innovate to match the current trend of international integration.

2. Research overview

Research on higher education has been of interest to many researchers. Typically: The book "Improving the quality of higher education in the US: Systematic and market-oriented solutions", University of Education, 2008, presented different perspectives of educators. American education on the quality of higher education, some characteristics of the higher education system in the US, and lessons learned from American higher education applied in Vietnam. Author Tran Thi Minh Thuyet, Innovating higher education in Vietnam: Current situation and solutions, Communist Magazine, 2022, has evaluated the current situation of Vietnamese education, on that basis the author has proposed a number of solutions to improve the quality of higher education; The book "Quality of higher education from an integration perspective", Ho Chi Minh City Publishing House includes articles addressing general issues about higher education, doctorate degrees, examinations and standards for professorships through the experiences of other

countries and Vietnam. Project "Analysis of some factors affecting the quality of higher education in both work and study systems in the field of economics, management, and business administration in Vietnam", Doctoral thesis in Economics by Pham Thi Thom has raised basic theoretical issues about a number of factors affecting the quality of education and training in the work-study system; Analyze the current status of the impact of factors on the quality of university education in the field of economics, management and business administration; State the direction and propose solutions to improve the quality of higher education in the field of economics, management and business administration in Vietnam. The research work "State management of higher education quality", Doctoral thesis on Public Administration Management by author Doan Van Dung presented the scientific basis of state management of university educational quality; Assess the current state of state management of higher education quality in our country; Point out the causes of inadequacies and limitations in state management of education quality; From there, we provide recommendations and solutions to improve this management activity. In the article "The impact of financial management on the quality of higher education - case studies at universities under the Ministry of Industry and Trade", Nguyen Minh Tuan overviewed research on the impact of management finance on the quality of higher education, theoretical and practical basis. The impact of financial management on the quality of higher education - a case study at universities under the Ministry of Industry and Trade. Article "Quality of administrative university training in the trend of international integration", State Management Magazine; 2007- Issue 136 by author Vu Duy Yen; The article "Improving the training quality of universities and colleges in Ho Chi Minh City", by author Tran Nam Trung, Industry and Trade Magazine 2020 has researched factors affecting training quality at universities and colleges in the Ho Chi Minh city; Found 8 factors including: facilities, training programs, teaching staff,

learning environment, support services, learner capacity, training organization and management and how to evaluate results. Learning is the main factor affecting the training quality of universities and colleges. Author Duong Vinh Suong (2012), with the article "Education, training and human resource development to serve the cause of industrialization and modernization" (Communist Magazine) analyzed the influence of education and training on the quality of human resources and at the same time pointed out the causes and solutions to develop the quality of human resources associated with education and training. In addition, there are also articles "Innovation trends and conditions for ensuring the quality of higher education in our country today" by author Pham Quang Sang published in Education Magazine in 2004; Tran Thanh Ai (2010), Training based on the credit system - principles, current situation and solutions, Proceedings of the national scientific conference on innovation of credit-based university teaching methods, Special issue of the Sai Gon University Journal; Dao Ngoc Canh, Trinh Duy Oanh (2012), Some issues of training under the credit system, Saigon University Magazine analyzed the current state of training quality of universities...

The articles have focused on clarifying issues such as: The current status of higher education quality, educational quality management... Research results are the scientific basis for the author to refer to and plan, which is redundant in this study.

3. Research methods

The research mainly uses the methods of analysis, synthesis, and the method of inheriting secondary sources that have been published by researchers in publications and magazines. In addition, the article also references the research results of doctoral theses, in order to further improve the results of this research.

4. Research content

4.1. Current status of Vietnamese higher education quality in the context of international integration

In 2018 and 2019, the Law amending and supplementing a number of articles of the Law on

Higher Education (2018) and the Law on Education (2019) drafted by the Ministry of Education and Training was approved by the National Assembly and step by step came to life, creating a legal corridor for higher education innovation activities. Higher education institutions are spread throughout the country, creating conditions to improve equality in people's access to higher education. Thanks to those innovative policies, our country's higher education has achieved important achievements such as:

In 2018, Vietnam had 2 national universities named in the list of top 1000 schools in the world. To date, our country has 4 schools in the top 1,000 in the world; 11 universities are in the Asian rankings; Many industries and training fields are ranked in the top 500 in the world... These are great achievements, the result of the breakthrough in recent years of Vietnam's higher education. As of December 31, 2020, 149 higher education institutions and 9 pedagogical colleges nationwide met Vietnam's set of higher education quality accreditation standards, making up roughly 55% of the nation's total number of universities and academies. International evaluation and accrediting agencies have accredited seven institutions. There are 145 training programs of 43 universities evaluated and recognized according to domestic standards; 195 training programs of 32 schools are evaluated and recognized according to regional and international standards. It can be seen that during many years of innovation, the quality of training and scientific research in Vietnamese universities has changed positively. The position of Vietnamese universities in Asian rankings is enhanced.

The quality of higher education is gradually improving and approaching international standards. In 2019, Vietnamese higher education ranked 68 out of 196 countries in the world (up 12 places compared to 2018). Inspection and quality assurance work are increasingly in order. For the first time, Vietnam's three universities - Hanoi National University, Ho Chi Minh City National University, and Hanoi Polytechnic

University - were included in the global ranking of the top 1,000 universities in 2020. Additionally, eight Vietnamese universities were listed among the top Asian universities. (Nguyen Minh Tri, 2022)...

The teaching staff is enhanced in quality according to international standards. According to the Ministry of Education and Training, there are currently 235 universities across our country. The total number of lecturers is 74,991, including 20,198 lecturers with doctoral degrees, 44,634 lecturers with master's degrees. The number of university students is 1,707,025, the number of doctoral and master's training is 121,253 (14,686 doctoral training, 106,567 master's training). Not only has the number of lecturers with academic degrees increased, but the teaching staff of universities has also gradually been standardized, meeting the current requirements for teaching at universities in our country.

Scientific research in training is of interest. In 2019, the total number of Vietnamese scientific articles published on the ISI/Scopus system was 12,475, ranking 49th in the world (an increase of 2.7 times compared to 2015). As of 2020, the proportion of lecturers with the title of professor or associate professor in the entire Vietnamese education system is 6%, the proportion of lecturers with doctoral degrees is 22.7%. In recent years, universities have paid special attention to building and developing strong research groups to enhance scientific research and international publication activities; as well as through the research group environment to improve team quality and training quality. From the strong research groups of universities, a number of excellent laboratories and research centers have been established, playing a leading role in the nation's science and technology activities. In addition to the two national universities, many universities have determined to develop into advanced research universities. According to the Vietnam Science and Technology Report 2016, the university sector contributes more than 50% of the total science and technology human resources in the country.

Universities employ synchronous

implementation strategies when implementing information technology, progressively deploying digital transformation and technology to support teaching and learning. In the context of the intricate and unpredictably developing COVID-19 pandemic, all institutions undertook online instruction in the 2020–2021 academic year to provide timely and high-quality instruction.

4.2. Some issues arise for improving the quality of higher education in our country in the context of international integration

Even though our nation's educational system has made significant strides in recent years, overall, especially when compared to some other nations in the area and the world, it still lags behind, particularly in terms of university-level curriculum. The substance of the higher education program in our nation is bringing to light a number of concerns, particularly in the contemporary environment of innovation and international integration:

- Our country's university education program is still heavy on theory and light on practice

Vietnamese universities frequently devote relatively little emphasis to practical material while creating their topic curricula. There is still a disconnect between the training knowledge's emphasis on theory and practice, and there is no clear connection between the training's objectives and students' employment aspirations. International and national standards for higher education have not been related. Although placed under the strict management and supervision of the Ministry of Education and Training, in reality, the ability to transfer knowledge between higher education institutions in our country is currently very limited. It is highly difficult for students to switch schools or majors because there is minimal acknowledgement and acceptance of each other's training results. With the exception of cooperative training programs under agreement, the disparities in objectives, curricula, and training approaches between local and international higher education institutions make knowledge transfer even more challenging. This makes it challenging for students to transfer to an institution of higher learning overseas and makes

it difficult for them to settle down or find employment in the countries where they relocate. Diplomas and certificates from domestic educational institutions are also not recognized in these nations.

The program is extensive and demands a lot of time. According to comparisons and statistics, a 4-year university course in Vietnam lasts 2,138 hours, while a 4-year course in the US lasts 1,380 hours. As a result, Vietnam's study program is 60% longer than the US's. With so much study time at their disposal, students may find it challenging to avoid becoming perpetually under pressure to do their assignments, leaving them with little time for independent study, independent research, or social activities. Generally speaking, the current Vietnamese university education program places a strong emphasis on theory, which is insufficient and ineffectual in the context of international integration. This is also considered the basic reason why higher education in Vietnam tends to lag behind other countries in the same region, such as Singapore.

- When measured against the needs of the nation's socioeconomic growth and without regard for the labor market, education and training efficacy and quality remain inadequate.

Currently, many universities only stop at training human resources according to what they have, not what society needs. That is one of the reasons why in 2020, Vietnam had 225,000 bachelors, engineers, and masters who graduated but could not find a job, or accepted to work in the wrong occupation for which they were trained, causing a significant waste of human resources. According to the findings of a survey conducted in Ho Chi Minh City among 60 companies in the industrial services sector titled "Assessing the level of business satisfaction with the quality of students trained in the first year after graduation." Just 5% of the students who took part in the survey overall were evaluated (the evaluation criteria include theoretical knowledge, practical skills, foreign language ability, working style, and professional qualities). 15% at an excellent level, 30% at an average level, and 40%

at an inadequate level (Tran Thi Minh Thuyet, 2022).

Methods and forms of organizing university teaching, universities in our country are currently approaching innovation slowly compared to the rest of the world.

Aiming to "emphasize the skills to handle problems posed in life rather than focusing on filling in existing knowledge", the application of teaching methods and forms of teaching organization in universities learning around the world is often very flexible, based on the spirit of promoting the role of the learner, creating the maximum conditions for learners to learn and research on their own. However, in Vietnam today, due to the concept that education needs to equip learners with as much knowledge as possible so that they can have a solid foundation when graduating, the role and position of the student in learning are not really given attention. Teaching methods and forms of organization are still quite outdated.

The emphasis on rote memorization of information without enough attention to conceptual learning or high-level learning (such as analysis and synthesis) leads to superficial learning rather than in-depth learning; students learn passively. Overall, ineffective teaching methods, over-reliance on presentations, and little use of active learning skills result in little interaction between students and lecturers inside and outside the classroom. Although many colleges and universities across the nation have started using the credit method of instruction in recent years, as per the Ministry of Education and Training's policy, numerous experts have expressed concerns about this approach. Currently, credit instruction in Vietnam falls short of the spirit of credit. The ageist mindset still permeates the teaching and learning process. Still lacking is student initiative. Nowadays, our nation's institutions frequently exclusively use formal innovation in their teaching strategies. Projectors, DVDs, and other teaching aids are only supplementary tools for enhancing the quality of instruction; what matters most is the understanding that learning must be imaginative

and accountable. This is reflected in the fact that improvements in methods and curricula have not yet received attention.

The quality of human resources after training does not meet practical requirements. According to the survey results of 60 businesses in the industrial services sector in Ho Chi Minh City on "Assessing the level of business satisfaction with the quality of students trained in the first year after graduation" (assessed based on the criteria of theoretical knowledge, practical skills, foreign language proficiency, working style, and professional capacity), only 5% of the total number of students participating in the survey were evaluated at a good level, 15% at a good level, 30% at an average level, and 40% at an unsatisfactory level. This result not only reflects the limitations of higher education in Vietnam today but also indirectly indicates the risk that Vietnamese labor will lag behind other countries in the region, while businesses have been using automatic technology in human resource management.

The ability to research and publish scientific research results is still low. Most of the advanced educational systems of countries in the region and around the world today have the ability to create a large team of qualified scientists to research and publish research results in the field, domestically and internationally, in large quantities. Accompanying the trend of global integration, the volume and caliber of research published in international scientific journals have grown in importance as an objective indicator that not only represents scientific performance and the advancement of science and technology but also the real caliber and standard of education in each nation. The results of research in Vietnam are still limited and even tend to lag further behind many other countries in the region and the world, despite the interest shown in recent years by many educational institutions in developing mechanisms to encourage scientists to focus on research and publish research results domestically and internationally. At the moment, Vietnam has about 100,000 master's degree holders, 24,000 physicians, and over 9,000 professors and

associate professors. Based on data from the Institute of Scientific Information (ISI), Vietnam had just 13,172 scientific publications published in international peer-reviewed journals between 1996 and 2011. This is approximately one-fifth of Thailand's (69,637), Malaysia's (75,530), and Singapore's (126,881) total. In contrast, Vietnam has a population that is over 1.5 times larger than Thailand, 3 times larger than Malaysia, and 17 times larger than Singapore. Not only is it small in number, but the impact index of Vietnam's scientific research projects is also the lowest compared to other countries in the region. This modest ranking is also consistent with the number of patents registered in the US and the innovation index ranked by the World Intellectual Property Organization (WIPO).

4.3. Some solutions to improve the quality of higher education in the current context of international integration

Along with the process of national innovation and international integration in general, reforming the country's education system, including university education, has always been of concern to the Party and State. Documents of the 11th Party Congress affirmed "Fundamentally and comprehensively innovate Vietnam's education system in the direction of standardization, modernization, socialization, democratization, and international integration" (9). On November 4, 2013, the Central Executive Committee of the Communist Party of Vietnam issued Resolution No. 29-NQ/TW on "Fundamentally and comprehensively innovating education and training to meet the requirements of industrialization and modernization under the conditions of a socialist-oriented market economy, and international integration", which outlines nine solutions for comprehensive educational innovation. From the nine directional solutions above, we would like to propose a number of recommendations to continue to further innovate Vietnamese higher education in the current context of international integration:

First, establish an educational philosophy for the nation's higher education system (public and non-public universities). At the same time, every

university and educational institution must have a unique educational philosophy that aligns with its guiding principles and objectives and strives to become integrated into the overall global higher education development flow.

Second, new ideas in higher education must be "related to creating a learning society; guaranteeing conditions for quality improvement; ensuring the education system is standardized, modernized, democratic, socialized, and globally integrated; Preserving socialist orientation and fostering national identity." Vietnam's education system is expected to become the most advanced in the area by 2030, according to a resolution passed by the Party's 11th Central Committee's 8th Plenum. A significant shift in perspective is required at all levels and sectors of higher education organizations, starting with the Ministry of Education and Training. This includes making enrollment procedures and the selection of "inputs" for higher education more transparent, letting institutions determine their own admission requirements and take accountability for students with their own training "reputation," permitting the emergence of numerous alternative university training models, and closely monitoring the "output" of each training facility to guarantee overall quality.

Third, make a significant effort to develop instructional strategies and program content in the direction of international integration. The development and implementation of program content and textbooks must be transparent, enabling learners to use both domestic and foreign learning materials and textbooks at their discretion. Additionally, the content of the lessons must be closely related to and aligned with the practical demands of the career the learners are pursuing. In terms of instruction, a range of techniques may be used in accordance with the idea of "putting the learner at the center," with the goal of reducing the amount of material covered in class to give students ample opportunity for independent study and inquiry. To guarantee the efficacy of instruction and learning, training facilities must conduct routine, rigorous, and objective inspections and assessments.

Fourth, in the context of global integration, reinvent the function of state management agencies in higher education institutions. As a result, in order to maintain legality, it is essential to keep adding to and strengthening the laws governing higher education activities in the context of global integration. State management agencies, specifically the Ministry of Education and Training, need to change their way of thinking about the management of higher education activities in the context of international integration. State management agencies should only function as "jurisdictional" organizations, directing activities in accordance with the law while simultaneously establishing the framework necessary for higher education institutions to be more independent and autonomous in their operations, as opposed to directly managing higher education institutions on a comprehensive basis. In the current setting of international integration, it is vital to refrain from imposing management thinking or "subsidizing" higher education operations.

Fifth, promote international publications and scientific research projects for instructors and students. This will help public and private higher education institutions move toward internationalizing their professional activities and standards for scientific assessment. Future policy tools to motivate scientists to conduct research and aggressively publicize their findings must be established by the State, public higher education institutions, and non-public higher education institutions. Research results in national and international scientific publications. In the long term, it is necessary to set a roadmap (for each different higher education institution, there needs to be a different roadmap) towards internationalizing standards for evaluating scientific and professional activities, subjects in all public higher education institutions and non-public higher education institutions, and this should be considered an important solution to bring Vietnam's higher education into deeper and more effective integration into the international higher education environment.

Sixth, practice well the spirit of democracy

coupled with discipline, keeping the university environment always clean and healthy with scientific, humanistic, and progressive values for development. To perform that task well, the head of a higher education institution, in addition to his or her capacity, qualifications, and professional reputation, must always be exemplary, take the lead in all work, and know how to promote the spirit of solidarity and strength of the collective by respecting, listening, absorbing critical voices, creating an open atmosphere, and creating sympathy and sharing for the goals and mission of the school.

The organization and implementation of educational policies, such as admission policies, training, career guidance, staff organization, recruitment, remuneration of lecturers, etc. must ensure compliance with the Party's and the Party's policies regulations of the State and relevant agencies and ministries. Avoid authoritarian mentality, nepotism, corruption, commercialization, and educational business. To avoid errors and violations in the field of education, the inspection agency needs to regularly follow the establishment, promptly grasp feedback from public opinion to take measures to prevent, handle and avoid incidents. Implement well the modern higher education governance model, which promotes the active participation of the following subjects: state management agencies in charge of education, school councils, school leadership and staff, officials, lecturers, students, families, society, and the participation of companies, businesses, affiliated and cooperative partners in higher education.

Ensuring humanity and standards in higher education institutions. Because a small violation in education or the deviant behavior of some teachers and lecturers, when discovered, denounced, and tried, will leave major aftershocks in social life, reducing people's confidence and faith, especially leaving doubts and bad impressions in the memories of many generations of students.

Seventh, increase investment resources from the state budget and socialized capital to build

infrastructure and specialized institutions in universities, such as lecture halls; libraries; practice and production areas; innovation spaces; entertainment areas, shopping and culinary services; public housing areas, and student dormitories, ensuring that those spaces are connected, interconnected, synchronous, and modern, creating space and a favorable learning environment. Enhance the ability to connect, learn, and exchange in groups, stimulating the creativity and proactive and positive spirit of each student. Expand relationships, exchanges and cooperation between domestic and foreign higher education institutions to exchange professional expertise, and transfer knowledge and experience. At the same time, strengthen connections with businesses, especially private enterprises and foreign-invested enterprises, to build training programs that meet the needs of society and train according to business orders, thereby improving skills, qualifications and expanding employment and income opportunities for students. This relationship and cooperation must ensure transparency, objectivity, have a long-term strategy and ensure the interests of related parties. In order for the relationship and cooperation between higher education institutions and businesses to become stronger and stronger, in addition to the main roles of both sides, it is necessary to have the participation and facilitation of local authorities and relevant ministries.

Eighth, improve the scientific and democratic working environment, ensuring creative freedom. Establish a mechanism for salaries and special preferential allowances, worthy of the efforts and contributions of higher education lecturers. Have policies to attract and utilize talented people, especially young, talented and promising lecturers who are well-trained abroad and have a professional and academic reputation to work in higher education institutions.

Ninth, build a healthy cultural environment in higher education institutions, by preserving and promoting the glorious historical traditions of the school with the sacred values that generations of teachers, practitioners and students through the

ages have created. At the same time, build a bright, green, clean, and beautiful school landscape and space; Form a civilized and polite behavior style according to school standards and rules. Creating and preserving the school's own identity and mark, making a difference and uniqueness, so that those spiritual values become pride and motivation for each student to constantly strive and practice. nurture, mature.

In the context of the Internet and social networks developing strongly today, relationships and interactions among students in the virtual environment are inevitable. In order to orient students to good values and stay away from evil, agencies and socio-political organizations, such as the Youth Union, Student Association, and School Trade Union, teachers need to have close coordination to propagate and raise awareness for students about life skills, how to communicate, and how to process information in the online environment. Effectively organize cultural and artistic activities and movements, attract student participation, create solidarity, sharing and mutual understanding to jointly handle new and complex issues that arise, and promote towards the good values of truth, goodness, and beauty.

5. Discussion

The higher education paradigm needs to shift in order to innovate and raise the standard of instruction in Vietnam. Based on empirical evidence, having an appropriate educational philosophy is a prerequisite for the advancement of the "ship" of higher education. These are the fundamental principles that guide the entire setting of goals, content and methods of implementing educational activities summarized in short sentences. It is necessary to shift from an education that focuses on equipping knowledge as the main goal to an education that teaches skills, self-study and how to think as the main goal. In that teaching process, students play an active role; The lecturer is only a guide, orienting students on how to acquire knowledge, providing support, and answering questions when necessary. Following this innovation are a series of fundamental changes, from the framework

program to the curriculum and teaching methods... Today's education is a liberal education, so lecturers have to shift from teaching knowledge to teaching how to learn and how to think.

Further strengthen the autonomy and self-responsibility of universities, starting with large, key schools. Although the Vietnamese Education Law stipulates that universities have autonomy in five areas: (1) Creating lesson plans, textbooks, and programs; (2) Managing training enrollment and graduation; (3) setting up the teaching apparatus; (4) Managing and using all available resources; and (5) Cooperating both domestically and internationally, though the degree of autonomy is not expressly regulated. Promote self-responsibility while enhancing autonomy to lower the likelihood of arbitrary behavior, deterioration of quality, and pursuing short-term gains.

Enhance the caliber of instructors and personnel engaged in the administration of higher education. There is always a direct correlation between the caliber of the teaching personnel and the caliber of the higher education system. Appropriate training and planning procedures, as well as policies that encourage deserving students to remain in school and pursue teaching positions, are necessary to establish and grow this team. Establish frameworks that would allow Vietnamese scientists working overseas and foreign specialists to contribute to research and instruction at domestic universities. Sustain the advancement of international collaboration and integration in higher education while advancing the socialization of higher education. Evaluate, modify, add to, and progressively enhance the framework of policies, laws, and regulations to incentivize both foreign and domestic investors to make substantial investments in Vietnam's higher education; Encourage top international universities to establish training centers in Vietnam and create favorable conditions for them to do so, particularly for non-profit organizations. Many international universities have recently established branches or affiliations with Vietnam, including Swinburne University of Technology

(Australia), Vietnam - Japan University, and RMIT University (Australia), all of which are associated with the FPT Vietnam Group. British University Vietnam (BUV) is associated with Staffordshire University (UK)...Keep up the "digital transformation" in higher education at a faster pace. construct a database of the sector efficiently, foster talent, and raise the standard of online instruction and public services. In order to minimize burdensome processes for subjects taking part in higher education activities, the Ministry of Education and Training should keep efficiently utilizing the system of exchanging electronic papers and digital signatures with pertinent educational institutions and individuals.

6. Conclusion

In recent times, higher education has had important changes, with breakthrough achievements. The innovative achievements of higher education impact all activities in the education sector, in accordance with the world's development trend. However, besides the

achievements, our country's education and training have raised a number of problems, such as: higher education still lags behind other countries in the region and the world; Development is not commensurate with requirements and tasks and it does not meet the learning needs of the people. The 13th Party Congress commented: "Training high-quality human resources has not met the requirements of economic and social development." The current problem is that the limitations and weaknesses must be deeply understood so that solutions can be found to bring Vietnamese higher education to a new level. Consequently, in order to keep up with the worldwide trend of growth, innovation in higher education is required, and Vietnam cannot be left behind. Nowadays, scientific and technological advancements, together with human resources, are the main areas of rivalry between nations; ultimately, this means that prospects for growth are determined by elements related to the quality of human resources.

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GIÁO DỤC ĐẠI HỌC CỦA VIỆT NAM TRONG BỐI CẢNH HỘI NHẬP QUỐC TẾ HIỆN NAY

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Tóm tắt:

Trường đại học là nơi trang bị cho người học tri thức khoa học - công nghệ trong chuyên ngành đào tạo, kỹ năng làm việc, kỹ năng sáng tạo và thái độ tích cực đối với hoạt động sáng tạo, từ đó tạo ra nguồn nhân lực chất lượng cao phục vụ cho sự phát triển của xã hội. Giáo dục đại học - Giáo dục tinh hoa trong thời gian qua đã được coi là thành tố vô cùng quan trọng của hệ thống giáo dục quốc dân. Đảng và Nhà nước đã có những chủ trương, chính sách ưu tiên phát triển giáo dục đại học, nâng cao chất lượng giáo dục đại học, đáp ứng yêu cầu đặt ra đối với sự phát triển của đất nước trong thời kỳ hội nhập. Bài viết này, tập trung nghiên cứu đánh giá thực trạng của giáo dục đại học ở Việt Nam, trên cơ sở phân tích những mặt mạnh, mặt yếu, từ đó đề xuất một số giải pháp nâng cao chất lượng, hiệu quả giáo dục đại học, đáp ứng ngày càng tốt hơn nhu cầu phát triển nguồn nhân lực chất lượng cao cho đất nước, trong bối cảnh hội nhập quốc tế hiện nay.

Từ khóa: Giải pháp nâng cao chất lượng giáo dục đại học; Giáo dục đại học; Hội nhập quốc tế; Thực trạng của giáo dục đại học.