



Proposing educational measures of soft skills for students of Hanoi University of Physical Education and sports in terms of capacity approach

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Abstract

Summary: Through the practice of determining the goals of the training program according to the competency approach, the results have proposed 5 measures of soft skills education for students of the Hanoi University of Physical Education and Sports according to the capability approach. These solutions can help equip students with soft skills to meet the output standards in the direction of a competency approach, to improve the effectiveness of the school's education and training.

Keywords: education, soft skills, student, capacity approach, Hanoi University of physical education and sports

Introduction

It can be said that pedagogical students in general and students of Physical Education in particular in the future will become a force "causing spillover effects" because everyone in society has benefited from a young age of national education, in which pedagogical students are staff and teachers.

Therefore, pedagogical students need to have soft skills to continue educating their generations of students. Moreover, in the process of renovating the education system in the country, students need to have enough "inner strength" including necessary knowledge and skills, especially soft skills to continue the fundamental and comprehensive reform process of education and promote it to take place effectively (Pham Trung Thanh, 2003) [8].

In fact, in the past many years, a large number of pedagogical students who graduated from school were mainly equipped with professional knowledge but lacked pedagogical and soft skills to become a teacher, which has a significant impact on the quality of education. Many authors have researched and pointed out that one of the reasons is that the current teacher training program in pedagogical universities is still biased towards theoretical equipment, disregarding professional skills training for students. (Nguyen Thi Hao, 2015) [5].

With the above reasons, the author proposes the research topic "Proposing measures to educate soft skills for students of Hanoi University of Physical Education and Sports according to competency approach.

Research Methods

- Theoretical research methods: Analyze and synthesize documents
- Interview method: to increase the objectivity and accuracy of the collected data, the research team designed an interview form to directly interview 30 experts, managers, teachers with experience and seniority in the work of Hanoi University of Education and Sports.
- Mathematical statistics: The research team used SPSS for Windows software to analyze the obtained data

Research results

Proposing measures to educate soft skills for students of Hanoi University of Physical Education and Sports according to competency approach

Basis for proposed solutions

Through studying on the theoretical basis and assessment of the reality of organization of soft skills education for students of Hanoi University of Physical Education and Sports, and basing on the output standards of the school's training program. The research has synthesized 6 measures of soft skills education for students at Hanoi University of Physical Education and Sports in terms of competency approach. Next, interviews were conducted with 30 experienced experts, managers, and teachers of Hanoi University of Physical Education and Sports. The results of the interviews are presented in Table 3.1

Table 1: Interview results to select measures of soft skills education for students of Hanoi University of Physical Education and Sports according to competency approach

| No | Management measures | Interview Results | |
|----|---|-------------------|-------|
| | | n | % |
| 1 | Building and designing a framework of core soft skills for students according to competency approach | 30 | 100 |
| 2 | Managing and developing soft skills education programs for students at Hanoi University of Physical Education and Sports. | 15 | 50 |
| 3 | Strengthening the fostering of professional and pedagogical training for teachers on soft skills education for students. | 28 | 93.33 |

| | | | |
|---|--|----|-------|
| 4 | Strengthening the organization of testing and evaluation of implementing activities of soft skills education for students. | 29 | 96.67 |
| 5 | Directing the renewal of the form of organization of examination and evaluation of learning results and soft skills training for students. | 30 | 100 |
| 6 | Focusing on managing the outputs of the soft skills education program for students. | 27 | 90 |

Through Table 3.1, the research has selected 5/6 measures with the number of votes reaching 90% or more to teach soft skills for students of Hanoi University of Physical Education and Sports according to the competency approach. Measures include:

Measure 1: Develop and design a framework of core soft skills for students according to the competency approach.

Measure 2: Strengthen the fostering of professional and pedagogical training for teachers on soft skills education for students.

Measure 3: Strengthen the organization of testing and evaluation the implementing activities of soft skills education for students.

Measure 4: Direct the renewal of the form of testing and evaluation of learning results and soft skills training for students

Measure 5: Focus on managing the outputs of the soft skills education program for students.

Building the content of soft skills education measures for students of Hanoi University of Sports and Education according to competency approach.

▪ ***The first measure: Develop and design a framework of core soft skills for students according to the competency approach***

▪ ***Purpose and meaning of the measure***

The current pedagogical student training program is designed based on the framework program of the Ministry of Education and Training which contains a large amount of scientific knowledge, also known as "hard skills", so building a soft skill framework containing core skills for a particular pedagogy is necessary to make the process of soft skills education for students in the classroom more feasible because there is not enough time. and other resources to educate all soft skills in the classroom

▪ ***Content and method of implementing measures***

+ The Rector established a Drafting Committee for the Core Soft Skills Framework for students. The Drafting Board includes: Head of the Drafting Committee (Vice-Principal in charge of training), Deputy Head of the Drafting Committee (Managers of the Training and Student Affairs Department), Secretary (reputable teachers of the University), other members include: Heads of professional groups, reputable teachers, representatives of mass organizations in the school, representatives of departments in the school.

+ The Drafting Board disseminates the urgency and process of building the Core Soft Skills Framework for students and requires departments and individuals of the school to coordinate with the Drafting Board to implement to achieve the given objectives. At the same time, the Drafting Board

determines the human, facilities, and financial resources be mobilized.

+ The drafting board organizes a workshop for experts to discuss, select and build a Core Soft Skills Framework for students basing on scientific analysis of future job requirements for students, including 3 soft skills (the number of soft skills is decided by the Drafting Committee, but not more than 5 skills to ensure the feasibility of the teaching time) that have a direct and continuous impact on the students' career practice in the future. In case of necessity, the Drafting Committee may request the school to hire consultants to assist in the development of the Core Soft Skills Framework.

+ The Drafting Board surveys, direct interviews, or seminars to get information and opinions from school and faculty administrators, teachers, and representatives of the Youth Union about the core soft skills framework which was developed by the Drafting Committee.

+ Basing on the comments obtained from surveys, interviews and seminars, the Drafting Board continued to edit to perfect the Core Soft Skills Framework for students. For unmodified contents, the Drafting Board explained the reasons why comments were not accepted.

+ After having the Core Soft Skills Framework for students, which was agreed by a large number of administrators, teachers, and students, the Drafting Board brought the Core Soft Skills Framework for students to the public through mass media in various forms (official website of the school, books, newspapers, specialized magazines, monographs...) to collect feedback and suggestions from the Departments of Education and Training and educational institutions from preschool to high school in the area and surrounding areas. If there are no objections from individuals and organizations outside the school, the new Core Soft Skills Framework for Pedagogy can be included to build a soft skill education program for students

▪ ***Conditions for taking measures***

+ The drafting board of the Core Soft Skills Framework for students has elected a team of good experts on soft skills from school/Faculty managers, experienced teachers in teaching.

+ Hanoi University of Physical Education and Sports prepares enough human resources, time, funds, and support facilities to serve well for the building and development of the Core Soft Skills Framework for students

▪ ***The second measure: Strengthen the fostering of professional knowledge and pedagogical competence for teachers on soft skills education for students.***

▪ ***Purpose and meaning of the measure***

The measure aims to improve the qualifications and teaching capacity of teachers on soft skills education for students. Soft skills education according to the competency approach requires teachers not only to be pedagogical, professional, and experienced but also to continuously improve teaching methods, to quickly orientate training methods of soft skills for students, and inspire students to have a sense of self-study and practice on soft skills. The quality of soft skills education

according to the competency approach depends greatly on the capacity of teachers, especially the ability to organize forms and methods of teaching.

▪ **Contents and methods of implementing measures**

+ Make periodic plans on fostering knowledge and skills to teach soft skills according to the capacity approach for teachers and require faculties, departments, and teachers to strictly implement them.

+ The Department of Management of Training and Student Affairs cooperates with relevant departments, faculties, and departments to have the main responsibility for developing soft skills education programs according to the capacity approach of building attendance and lesson plans to make this activity a prominent professional activity in the whole school.

+ Organizing an annual workshop on soft skills education according to competency approach to draw experience on the innovation of teaching methods, thereby selecting innovative forms and contents suitably. The workshop will provide full information on knowledge and methods of teaching soft skills through many forms: books, newspapers, documents, and attending conferences with experts so that teachers can understand and apply them. The seminar is also an opportunity for teachers to present difficult issues and obstacles in the process of teaching soft skills to receive comments from a large number of experts and administrators.

+ The Department of Quality Assurance and Inspection cooperates with the Faculties that are mainly responsible for soft skills education according to the competency approach to inspect the implementation of the soft skills education program according to the competency approach and use the teachers' teaching methods more often.

+ Organize training and fostering courses of capacity for teachers.

The training program should be compiled by a team of experienced experts such as faculty administrators, researchers specialized in teacher training programs, experienced teachers, and consulting the opinions of the teaching staff who are knowledgeable about soft skill education according to competency approach. The content of the program needs to be based on the actual situation of teaching staff related to soft skills. In addition, schools need to create conditions for teachers to have the opportunity to exchange experiences with teachers in other schools and universities to have an adjustment plan for their shortcomings.

+ Develop mechanisms and policies to encourage teachers to increase exchange activities, discuss lessons and, participate in soft skills clubs in the school with students to support, guide them in self-study and train soft skills outside of class time.

▪ **Conditions for taking measures**

+ The school must have a mechanism to encourage teachers to fully and enthusiastically participate in professional fostering courses on soft skills and self-study and explore relevant knowledge, content, and teaching skills related to soft skills.

+ The school has an appropriate investment in facilities, teaching equipment, and materials so that teachers can self-

study, self-improve, and do scientific research.

▪ **The third measure: Strengthen the organization of testing and evaluation of the implementation of soft skills education activities for students**

▪ **Purpose and meaning of the measure**

Testing and evaluation are one of the basic conditions to improve management efficiency because it provides the necessary feedback to create communication and connection, mutual understanding between different levels, departments, and between the manager and the team of employees in the organization. Evaluating soft skills education modules for students to early detect deviations between plan and implementation, the causes leading to such deviation; motivate and encourage teachers' collectives and individual teachers to complete their tasks successfully; At the same time, it also evaluates and categorizes teachers who have not completed their tasks to have appropriate forms of grading, fostering rotation, and job arrangement

▪ **Content and method of implementing measures**

+ Content

- Organize and direct the development of criteria for the assessment process;

- Organize and direct the development of test and evaluation plans according to the time progress of the school year;

- Organize the evaluation of inspection and evaluation activities;

- Organize and direct the development of emulation and reward plans

+ *The way to perform*

- Directing the determination of standards, criteria and specific content of the inspection, and evaluation process: To develop the content of the inspection and evaluation process, first of all, it is necessary to start from the development of standards. Based on defining standards, building criteria of the process of testing, and evaluating the implementation of the soft skills education program for students by teachers. The norm that needs to be considered most when organizing testing and evaluation is the management of teachers' and students' teaching and learning. From the established standard, we continue to define the criteria. Specifically, there are necessary criteria such as the criteria of teaching management of teachers (teachers' lesson plan and what the criteria and objectives are like. How the teacher applies the teaching strategies. And whether the allocation and use of facilities and teaching resources are appropriate or not. The teacher manages the classroom, organizes learning activities, adjust the teaching time and rhythm by the needs of students and the actual situation, whether the discipline of learning is well managed or not) and the student's learning management criteria (Does the teacher help students have the ability to study and practice independently or do they create motivation for students to share experiences with classmates and learn cooperatively, do teachers help students apply learning strategies to match with the soft skills education objectives?)

- Establishment of the Examination and Evaluation Council: The Rector decides to establish a specialized council for periodic examination and evaluation. Tasks and powers of the Council are: Disseminating the inspection and evaluation

process and requesting departments and individuals of the school to cooperate in implementation; develop an inspection and evaluation plan; evaluate the level of achievement of the school in the education of soft skills for students within the classroom framework according to each standard, criterion, and evaluation index; Request the school's leaders, teachers, and students to implement the plan to improve the quality of soft skills education for students as set out after each assessment; It is possible to ask school leaders to hire consultants to support the implementation of assessment activities if necessary

▪ **Conditions for taking measures**

+ For the evaluation to be good, the principal directs well the planning, assigning tasks to the faculties, departments, and teachers.

+ Schools, faculties, departments, and unions must have a plan for testing and evaluation throughout the school year and publicly announce it to teachers to know and implement actively.

+ There must be smooth coordination between faculties, departments, organizations in the school with the Testing and Evaluation Council under the management of the School Board of Directors in the entire examination and evaluation process

▪ **The fourth measure: Directing the renewal of the form of organization of testing and assessment of learning results and training of students' soft skills**

▪ **Purpose, the meaning of the measure**

Testing and assessing students' learning outcomes, training students' soft skills is an important step in orienting and controlling teaching and learning activities towards ensuring teaching goals. Testing and assessing students' learning results, training students' soft skills has many functions such as: confirming learning results, training students' soft skills; guide and encourage the skill development of students.

▪ **Content and method of implementing measures**

+ Organize propaganda activities to raise awareness of evaluators about the role and function of innovation, testing and assessment of learning outcomes; and training students' soft skills, specifically: besides confirming learning and training results, it also has an educational function that is to support, adjust, and motivate learners to continue making efforts to participate in the learning process, practice soft skills and shape into trust, emotion, and professional ethics for students.

+ Direct the development of a new set of assessment criteria according to the competency approach, which should focus on the students' ability to apply and apply their creativity rather than the ability to reproduce subject knowledge.

+ Direct, build, and supervise the process of organizing exams, checking and assessing students' learning results, and training students' soft skills. Giving autonomy to the faculty of specialized theory and pedagogy and to teachers in assessing subject results.

+ Direct the enhancement of information technology application in assessing learning outcomes, training students' soft skills such as software for building assessment tools,

diversifying products for assessing learning outcomes of students such as pictures, video clips, audio recordings...

+ Organize the fostering to improve qualifications and techniques using assessment methods and forms in education in general and soft skills education in particular for teachers to ensure the principles of assessment in education

▪ **Conditions for taking measures**

The testing and evaluation of students' learning results and soft skills training are only highly achieved when there is synchronous innovation and perfection from the perception of the assessors to the determination of goals and objectives, evaluation criteria; and the entire technical process... in the direction of focusing on assessing learners' capacity

The fifth measure: Focus on managing the outputs of the soft skills education program for students

▪ **Purpose and meaning of the measure**

The output of the soft skills education process for students is the level of soft skills necessary for the job that the students have achieved, as the assessment of the employers (units using training products) and students (training products) who have undergone the school's soft skills education process. The pedagogical schools need to manage these outputs well as a basis for re-evaluating the school's soft skills education program to adjust the regular soft skills education program to meet the requirements of the society. Based on the feedback obtained, the pedagogical schools will grasp the real outputs of soft skills education for their students to make appropriate adjustments to the program.

▪ **Content and method of implementing measures**

+ To manage outputs well, pedagogical schools need to have close and regular relationships with students, alumni, and educational institutions, which directly receive training products of the school through email, post ... Therefore, school administrators must direct the maintenance of good relationships with educational institutions outside the school from preschool to high school to serve the process of output management.

+ Direct the maintenance of communication with students and alumni to gather feedbacks from them. The school can conduct activities such as Conduct surveys to assess the soft skills of final - year students; Regular contact with alumni to understand the employment status as well as the level of meeting the job requirements of the alumni. Therefore, administrators need to direct relevant departments (Training Department, Student Union,) to fully and regularly update the contact information of students and alumni.

+ Directs the establishment and maintenance of relationships with educational institutions outside the school to gather feedback from the educational institutions. The school can survey administrators and teachers of educational institutions that have students participating in pedagogical internships about the content of students' soft skills; a Survey of managers of educational institutions where alumni of the school are working on students' soft skills.

+ Direct the establishment of a specialized committee to manage the outputs of the soft skills education program. The members of the Committee may include: a vice-principal as

the head of the department, the student affairs department, the leader of the faculty of specialized theory and pedagogy

▪ **Conditions for taking measures**

- School leaders and the Board in charge of output management must have a survey plan, collect specific information and publicly announce it on the school's official website and other mass media so that teachers, students, alumni as well as educational institutions that have alumni of the school working there to know and coordinate to implement.

Conclusion

During the research process, the research has selected 5 measures to manage soft skills education activities for students of Hanoi University of Physical Education and Sports according to the competency approach. Measures include:

Measure 1: Develop and design a framework of core soft skills for students according to the competency approach

Measure 2: Strengthen the organization of professional and pedagogy training for teachers on soft skills education for students.

Measure 3: Strengthen the organization of testing and evaluation of the implementation of soft skills education activities for students

Measure 4: Direct the renewal of the form of examination and evaluation of students' learning results and soft skills training

Measure 5: Focus on managing the outputs of the soft skill education program for students

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