
**ENHANCING THE ROLE OF UNIVERSITY TEACHERS IN THE PROCESS OF
BUILDING THE INTELLECTUAL TEAM TODAY**

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DOI: <http://dx.doi.org/10.37500/IJESSR.2021.4321>

This research is funded by Thai Nguyen University of Technology

ABSTRACT

The article is the result of analyzing the role of university lecturers in the process of building a team of intellectuals. Regardless of the era, the teaching perspective has changed, the university lecturer still plays a key role in the process of training this team. From analyzing the requirements of the knowledge economy for the current labor force, the author asserts that the intellectual team is the core force in the process of the knowledge economy. On that basis, university lecturers not only provide professional knowledge to learners but also have to ensure the role of providing social services as an indispensable bridge to help students continue their education to approach modern society. At the same time, university lecturers are also an indispensable workforce in the knowledge society. From there, the author offers some solutions to help university lecturers, especially lecturers at Thai Nguyen University of Technology, improve their role in this process.

KEYWORDS: university lecturers, intellectuals, knowledge economy, students, soft skills

1. INTRODUCTION

The modern scientific and technological revolution, countries, at different levels, are entering the period of building and developing a knowledge-based economy and an information society. The value of knowledge, the role of intellectuals is increasingly being promoted as a particularly important resource, reflecting the strength of each country in the global race and competition. Building and developing a team of intellectuals becomes a strategic issue of the times. Vietnam will not stand aside from the general development trend of the world. Building a team of intellectuals is a common task of society. In which, university lecturers play a key role in this process. President Ho Chi Minh once compared a teacher to a "soldier on the ideological and cultural front". The teacher not only has the responsibility to propagate to the young generation the true moral ideal, the system of values, the cultural quintessence of the nation and humanity, but also fosters them with and noble qualities and creative capacity in line with the development and progress of society. Before the requirements of today's society, we give out the question: (1) what role does university lecturer play in the process of

building a team of intellectuals? (2) What are the solutions to improve the role of teachers to meet the requirements of building a knowledge workforce? This is the purpose of the article to clarify.

Research status of the matter: There have been many studies on improving soft skills for students. We can mention some articles such as: Building a team of intellectuals in the period of accelerating industrialization and modernization according to Ho Chi Minh's thought (Nguyen Khanh Bat et al., 2015); Soft skills required for success in the twenty-first century workforce as perceived by business educators (Mitchell et al., 2010); Developing soft skills for students (Bia et al., 2009); Faculty of Management, University of Economics Ho Chi Minh City (Phan Quoc Tan et al., 2019). These articles have mentioned the role of university lecturers in the process of building a team of intellectuals, affirming the necessary skills of students after graduation.

Research method: the author uses the method of analysis and synthesis, the method of investigation, the method of interview in the room.

2. CONTENT

2.1. Requirements of the knowledge economy for Vietnamese human resources today

According to the Organization for Economic Cooperation and Development (OECD), a knowledge economy is an economy in which the production, dissemination and use of knowledge playing the most decisive role in economic development. create wealth, improving the quality of life (<http://www.tapchiconsan.org.vn/>). In the knowledge economy, the economic sectors that have a great impact on development are those based on much knowledge, based on new achievements of science and technology. These are new economic sectors based on high technology such as information technology, biotechnology, and even traditional economic sectors such as agriculture, industry, and services that are applied by science and high technology. Knowledge economy is becoming a general development trend of the world economy. Knowledge economy is an economy in which production, dissemination and playing the most decisive role in economic development, wealth creation, and quality of life improvement. Knowledge economy is the trend of the modern economy, in which knowledge and brain work are promoted to its profitability and bring about great economic efficiency in all economic sectors: industry, agriculture, forestry, fishery and services, serving economic development. Knowledge economy is an economy based mainly on knowledge and science; based on the creation and use of knowledge, reflecting the development of a high-level productive force. This is a new type of socio-economic, technical, and cultural environment that has the most suitable and favorable characteristics for learning, innovation and creativity. In that environment, knowledge will inevitably become the most important production factor, contributing to socio-economic development. In the knowledge economy, the role of people still plays a leading role, especially, the knowledge workforce.

Currently, in order to keep up with the development trend of the world economy, labor recruiters also set strict requirements for those being recruited. However, the process of training workers in Vietnam today mainly stops at learning to know. Educational goals to help learners ready to approach the

working environment such as learning to do, learning how to be. Most employers are likely to hire, retain and motivate people who are reliable, resourceful, ethical, communicate effectively, are self-directed, willing to work and learn, and have a positive attitude. (Wats, M., &Wats, RK, 2009).

Based on research of requirements of employer for new graduates, a survey in the Ho Chi Minh City area in May 2019 by Assoc. Professor Dr. Bui Thi Thanh and Dr. Phan Quoc Tan (Faculty of Management, University of Economics of Ho Chi Minh City), we found that employers have given 5 groups of essential factors, including: Based on research on requirements of employer for new graduates, a survey in the Ho Chi Minh City area in May 2019 by Assoc. Professor Dr. Bui Thi Thanh and Dr. Phan Quoc Tan (Faculty of Management, University of Economics Ho Chi Minh City), we found that employers have given 5 groups of essential factors, including:

- Soft skills: Written communication skills, verbal communication, listening skills, professionalism, teamwork skills. This is a skill that employers consider increasingly important in the working process, so it has become an evaluation of criterion when recruiting candidates.
- Problem solving skills: critical thinking skills, creative thinking skills, leadership skills and adaptability. This skill requires the ability to judge, analyze and synthesize; is a competency closely related to intelligence, which is the best predictor of job performance in many industrial sectors.
- Professional knowledge: Expertise and professional knowledge, knowledge of information technology. In general, fresh graduates have mastered the basic knowledge that need to perform a particular job.
- Experience before graduation: Work experience, confidence in work, specialized foreign languages. This criterion is a challenge for new graduates.
- Reputation of the university: The reputation of the school, the reputation of the training program, the academic results of the students. Some employers are only interested in recruiting graduates from certain prestigious universities according to their perception.

Thus, in the knowledge economy, workers not only need good professional knowledge but also have a lot of other skills in the working process. We recognize that professional knowledge is an important foundation for students to apply and develop other skills. However, employers only capture the professional knowledge of workers through qualifications. That, only helps qualified workers. The focus of the hiring process will be on assessing how the resume is prepared or how the employee presents himself in an interview. Without the ability to present, it will be difficult for workers to confidently highlight their academic achievements, or be cautious with arguments before difficult questions of employers. Therefore, when entering the working environment, if there is no spirit of hard work, the ability to work in a team and be sociable in the working environment, the workers will easily be excluded from the company. These requirements are the basis for teaching staff to promote their role in the process of training knowledge for workers, serving the requirements of the current knowledge economy.

2. The role of university lecturers in the process of building a team of intellectuals

Firstly, university lecturers are the ones who directly train team of intellectuals

University lecturers must undertake three main tasks: teaching, scientific research and service providers. Here, as a trainer of intellectuals, university lecturers have to take on two roles: teaching and providing services.

Currently, the trend of training under the credit system is showing the advantages in higher education in our country. With the "student-centered" viewpoint, the credit training method has helped promote the active role of learners. However, it is accompanied by a change in the role of the teacher in this system. The role of university lecturers in the process of building a team of intellectuals. First, university lecturers are the ones who directly train intellectuals University lecturers must undertake three main tasks: teaching, scientific research and service providers. Here, as a trainer of intellectuals, university lecturers have to take on two roles: teaching and providing services. Currently, the trend of training under the credit system is showing the advantages in higher education in our country. With the "student-centered" viewpoint, the credit training method has helped promote the active role of learners. However, it is accompanied by a change in the role of the teacher in this system. The teacher must move from the role of merely imparting knowledge to the role of guide, support and mentor. This is the traditional role of the lecturer, regardless of the position, the lecturer also needs to ensure the necessary knowledge and skills. Including: Specialized knowledge: is in-depth knowledge about the major and subject area that you teach. This is a necessary and prerequisite element to evaluate the capacity of a university lecturer. It plays a big role in the training of students. Because, a good teacher will create good students. However, at present, in many universities, lecturers have to teach many subjects at the same time (even though they may have the same narrow major), leading to even in the depth professional knowledge is not guaranteed. Next is the knowledge of the training program. Although each lecturer specializes in a certain subject, to ensure the connection between subjects, the lecturer must be equipped (or self-equipped) with knowledge about the whole curriculum. This knowledge is important because it tells us where we stand in the big picture, it provides information about the roles and interactions of a major with other major in the same field, and even between specialties in different fields. This knowledge is important because without knowing the position and interactions in the big picture, the narrow of specialized knowledge provided to students becomes dry and has low applicability. The current trend of interdisciplinary and multidisciplinary training proves the role of this knowledge for teachers. The third is knowledge and skills in teaching and learning. This skill includes knowledge of methodology, teaching and learning skills in general, and teaching and learning in specific disciplines. Each major has its own approach, university lecturers need to convey to students in the most appropriate method.

Taking on the role of a service provider for society, lecturers provide their services to the school, to students, to social organizations - mass organizations, to the community and to society in general. Specifically for schools and students, a lecturer needs to perform services such as participating in management work, administrative tasks, participating in social organizations, advising students,

making practical contacts, find jobs for students... May be teachers, with this role, university lecturers are the ones who directly capture the thoughts and aspirations of students, thereby becoming a bridge and orientation for students. students when entering the social environment.

Secondly, university lecturers are an integral part of the intellectual pool.

It can be affirmed that university lecturers are a highly qualified force in the intellectual team. They not only have professional competence but also the ability to practice the knowledge they hold. This is evident in the scientific research role of a lecturer. Besides teaching tasks, scientific research is an indispensable task. And this is considered a hard criterion to evaluate lecturers in each school. The scientific research process of the lecturers helps them to apply the knowledge and they are holding and creating products for society. In fact, for him, many research works of lecturers have created useful products for the current socio-economic development. In addition, now there are many lecturers who both teach and do business with models such as companies or factories. With this form, it has helped the lecturer to apply and practice theoretical knowledge. At the same time, the product created not only increased in terms of income, but also tested the very theory they were teaching. Moreover, these companies or factories are a practical environment, creating more job opportunities for young lecturers and fresh graduates.

In recent years, from the requirement to expand the scale and improve the training quality of the education sector, the number of university lecturers has increased sharply in both quantity and quality. According to statistics of Ministry of Education and Training, by the end of the 2016-2017 school year, the system currently has 235 universities and academies (including 170 public schools, 60 private and people-founded schools, 5 schools with 100% foreign capital), 37 scientific research institutes tasked with doctoral training, 33 pedagogical colleges and 2 pedagogical intermediate schools. As for the group of pedagogical and teacher training schools, currently there are 58 universities, 57 colleges, and 40 intermediate schools with teacher training majors (of which 14 are pedagogical universities, 33 are teacher training colleges). college of pedagogy and 02 secondary schools of pedagogy). In the 2016-2017 school year, one more training institution was newly established on the basis of the Prime Minister's decision on establishment policy (Ethnic Academy); 3 training institutions are licensed to operate and they are all 100% foreign-invested institutions (American University in Vietnam, Tokyo Medical University, Fulbright University Vietnam), 01 branch of the National University of Ho Chi Minh City is established in Ben Tre province. From the university scale, In the 2016-2017 school year, the number of lecturers in universities was 72,792 people (public: 57,634 people; non-public: 15,158 people), an increase of 4.6% compared to the 2015-2016 school year. In which, lecturers with doctorate degrees: 16,514 people; masters: 43,065 people; specialized level 1 and specialty level 2, 557 people; universities and colleges: 12,507 people; Other qualifications: 149 people. The percentage of lecturers with doctorate degrees in the 2016-2017 school year increased by 19.74% compared to the 2015-2016 academic year. In 2016, the State Council for Professor Titles recognized 65 professors and 638 associate professors, of which 48 professors are directly working at training institutions (accounting for 73.85%); 508 associate professors (accounting for 79.62%). It can be seen that the current number

of university lecturers still does not meet the actual demand. Especially, the number of lecturers with doctorate degrees and above is still low (<http://www.moet.gov.vn>). Although university lecturers in our country over the years have made great efforts in carrying out teaching tasks according to objectives, training programs, in scientific research or innovating methods. teaching methods, but the level of completion, especially the implementation of the training program, has not yet met the requirements of practice. From the practice of university lecturers, we can see a number of problems such as: The risk of falling further and further behind of university lecturers in response to the requirements of international integration. Not to mention professional qualifications, we have to admit that a large number of university lecturers in Vietnam are weak in foreign languages, the percentage of lecturers with professor or associate professor qualifications is still low.... This is a huge challenge and disadvantage in the context of internationalization of higher education, especially when Vietnam has joined the WTO. These weaknesses greatly hinder the process of integrating and absorbing the world's modern scientific knowledge. From this situation and problems, it is necessary to have synchronous solutions to improve the quality and working capacity of university lecturers, to meet the requirements of the economic development process according to knowledge-oriented economy.

3. Some solutions to improve the role of university lecturers

Firstly, improving the professional capacity of university lecturers. The concept of evaluating employees based on professional competence is no longer suitable for modern society. However, this factor is still one of the basic requirements of workers. Without professional skills, it is difficult for workers to receive, apply and promote other necessary skills. Since then, we see that university lecturers must constantly improve their professional capacity, identifying learning as a tireless lifelong task. To do this, there needs to be cooperation between the school and the teaching staff.

Leaders of universities and colleges need to strengthen professional training and encourage lecturers to improve their professional and pedagogical skills. In which, constantly updating and absorbing new knowledge is very necessary for lectures. It is necessary to use creative teaching methods; transmit passion for creativity; Overcoming the passive, satisfying thought, afraid to strive for learning and training. In addition, schools need to organize more regularly professional meetings monthly, organize seminars and scientific activities for staffs to promote their intelligence, exchange learning practice each other to enrich their knowledge. In addition, schools need to create all favorable conditions for lecturers and staff to participate in study programs such as master's and doctoral degrees at home and abroad..... intensive courses and training courses to expand and get rich. knowledge and professional enhancement. It is recommended to participate in and have many scientific research projects that are applicable and highly effective... In particular, schools need to develop specific mechanisms and policies to encourage lectures to participate in scientific research and teaching with schools in the region and the world; respect and create favorable conditions for lecturers who have initiatives that can be applied to real life to bring economic benefits to the school. Always focusing on implementing these solutions, Thai Nguyen University of Technology always creates favorable conditions for teachers to improve their skills. For example, reducing the norm, converting class time for teachers to

participate in refresher courses and improve their qualifications. Organize professional activities for lecturers in both Vietnamese and English weekly...

Second, improve the scientific research capacity of lecturers. Scientific research helps lecturers have conditions to dig deeper, grasp more closely the professional knowledge they are directly teaching, promptly adjust and supplement inaccurate knowledge content in their lectures. On the one hand, lecturers participating in scientific research have both consolidated their professional knowledge and, on the other hand, have the opportunity to expand and gain more understanding from knowledge from other disciplines. In higher education in our country today, scientific research is considered an important and indispensable "link" in contributing to improving the quality of training, creating human resources to meet the growing needs of the society. Scientific research enables teachers to find the most effective teaching methods. Currently, scientific research is considered an important activity along with teaching activities of lecturers. Therefore, university lecturers need to be aware of the importance of this work; Actively participate in scientific activities at all levels to improve professional capacity and skills... Lecturers who perform well in this work will contribute to capacity building and have a lot of practical experience for the teaching work.

Secondly, improve the foreign language and computer skills of university lecturers. The 21st century is considered to be the century of global citizens, so in order to train global citizens, teachers must understand and initially practice the requirements of global citizens. One of the basic requirements is to have computer skills and foreign languages for integration. It is not only teachers who teach foreign languages or computer science to need to be good at these fields. University lecturers in general need to be basically equipped with these skills. These skills will give them another useful tool in accessing multiple sources of knowledge. A good computer lecturer will have more ways to present a rich lecture, attract students and help students approach the problem. At the same time, lecturers will work more effectively in guiding students to study, accessing new sources of knowledge or foreign employers, etc. And to improve the foreign language and computer skills of the lecturers. definitely need the support and facilitation of the management agencies. For example, creating conditions for teaching staff, especially young lecturers, to participate in short and long-term training courses in computer science and foreign languages. Winner of the Foreign Language Project 2020 at Thai Nguyen University of Technology with 93% of lecturers who are proficient in foreign language. or have an English level of over 450 TOEFL ITP.... is serving training over 11,000 domestic and international students with 28 undergraduate and graduate majors, including 02 advanced programs and 02 programs about international training link, it is a testament to the efforts of the entire faculty of the University. The team of lecturers with good foreign language ability has helped the University's students after graduation easily find job opportunities in foreign companies, foreign invested capital or study abroad. Since then, we affirm that the requirement to improve foreign language ability for teachers is one of the keys to help students catch up with the trend of the knowledge economy.

Thirdly, requirements on ethics, lifestyle and soft skills of trainers. We must affirm that a lecturer standing on the podium to convince learners not only needs professional knowledge and good communication methods, but also needs ethical qualities and a healthy lifestyle. That is, they not only teach people to learn knowledge but also teach people. Currently, there are many hostile forces opposing the process of socialist construction of our country in many different forms, with issues such as politics, religion or sovereignty over the sea and islands. Students are a part that is very susceptible to being dragged into illegal activities by these forces. Therefore, university lecturers need to have a certain level of political theory and well update the country's economic, political and social situation to orient students in political and thought education.

In addition, consolidating soft skills is also an essential element of university lecturers. Because now, in the context of the fourth industrial revolution (industrial revolution 4.0), employers often like to see a good mix of competencies of their staff, in addition to knowledge and skills are based on discipline, the appropriate level of soft skills is considered the desire to advance in a career (Mitchell, GW, Skinner, LB, & White, B. J, 2010). In the context that education programs in Vietnam do not yet have this subject but are at the level of extra-curricular support for learners, university lecturers need to be well equipped with soft skills so that students can have an additional learning channel in this skill formally. In addition, being well equipped with this skill will help university lecturers be able to orient students to important issues about life and work when moving from the school environment to the social environment. To supplement soft skills for students, since 2013, Thai Nguyen University of Technology has added subjects such as Sociology, Vietnam Cultural Fund to the list of electives.

These are subjects that help students gain practical knowledge of economic and social life in addition to academic expertise. Training centers according to social needs is also opened to help the lecturers as well as students access open training models and apply, learning the soft skills in addition to the process of learning professional knowledge. ...

3. CONCLUSION

Training, fostering and providing high-quality human resources for society is the responsibility of the education sector, but higher education always plays an important role. Accordingly, university lecturers always have a key position, making an important contribution to realizing the goal of educational revival for national rejuvenation. As a part of Vietnamese intellectuals, university lecturers in our country have all the characteristics of the knowledge class in general. In addition, the specificity of professional activities always requires university lecturers to voluntarily bring their talents, intelligence and enthusiasm to serve the Fatherland and people, closely associated with the cause of "growing people". In them, labor is seen as a job or a value where the development, growth, and personality improvement of human resources has become the highest goal. As a soul engineer, a brain worker, a high-level creator of intellectuals, higher education is a scientific and pedagogical labor, a process of education transmission and vocational training; teaching literacy, teaching people and vocational training, training the young generation into useful citizens for society. The more society

develops in the direction of modern civilization, the deeper the knowledge economy goes with the impact of competition and integration laws, the more it is necessary to shape the high-quality labor of the teaching staff. It is a basic measurement to determine the true value and usefulness of intellectual and creative work in higher pedagogical science of which university lecturers are subjects. This measurement has the power of appraisal, evaluated over time by practice, by the labor market and by all stakeholders with close interests and attachments to higher education. That requires the formation of criteria for assessing the quality of lecturers in the spirit of innovation, ensuring standardization as a basis for perceiving, surveying, assessing the current situation and detecting problems that arise in the labor quality of university lecturers in our country today.

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